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ABSTRACT

The publication, designed especially for counselors, presents activities addressed to a facilitator and intended to assist students in reaching career development outcomes. The first of seven sections, a users' guide, offers suggestions for implementing activities, explains the organization of the document, and provides a participant comment sheet. A second section acknowledges contributors and references documents used in developing the activity ideas. The next four sections present activities grouped according to four career development components: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. Within each of the four sections, activities are further subdivided according to elementary, middle school/junior high, or secondary/Postsecondary levels. Each activity outline includes these elements: the component, activity and page number, level, title, purpose, group size, time required, materials utilized, physical setting, and implementation steps. Preceding each section is a list of the activities with their corresponding performance indicator numbers providing a cross-reference system with the related document, "Career Development Goals and the Performance Indicators: A Reference Guide". The final section contains comment sheets and blank activity sheets for use in further development of the document.

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designed to
deliver career
development
outcomes

MICHIGAN
CAREER
EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Lansing, Michigan 48902



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Educators throughout Michigan have begun the task of implementing career education in a most admirable fashion. Large numbers of educators and non-educators alike are becoming involved in many ways. An important part of this group, teachers and counselors, have invested unprecedented amounts of their energy in career education curriculum development and delivery. The result of their early effort has been the generation of a vast pool of curriculum ideas. This publication presents many of these ideas in a convenient format so that others can benefit from their earlier thought processes. As new ideas are developed and tried out, it is our hope that this publication can be revised and expanded so that it can remain a valuable resource to career education teachers and counselors.

It is essential that I thank those responsible for the development of resource, specifically Calhoun Intermediate School District and each one of the many contributors to this collection of ideas for activities.

Sincerely,

John W. Porter



TABLE OF CONTENTS

Section I. Users Guide

This section introduces the user to the document; offers suggestions to facilitators planning to implement these activities; explains the organization of the document and the activities; and offers a "Comments, Please!" sheet to be completed by participants after each activity to provide the facilitator feedback for planning subsequent activities.

Section II. Acknowledgements and References

This section acknowledges contributors and references documents used in the development of Ideas for Activities for Counselors.

Section III. Self Awareness and Assessment

Activities designed to deliver self awareness outcomes are presented in this section as well as a listing of all the activities presented.

Section IV. Career Awareness and Exploration

Activities designed to deliver career awareness outcomes are presented in this section as well as a listing of all the activities presented.

Section V. Career Decision Making

Activities designed to deliver decision making outcomes are presented in this section as well as a listing of all the activities presented.

Section VI. Career Planning and Placement

Activities designed to deliver planning and placement outcomes are presented in this section as well as a listing of all the activities presented.

Section VII. Activity Sheets

The comment sheets and blank activity sheets presented in this section are to be completed by the facilitator and returned to the Michigan Department of Education to be used in the further development of this document.

USER'S GUIDE

THE USERS GUIDE

INTRODUCTION

Ideas for Activities has been designed especially for counselors - though anyone trained and enthusiastic about working with individuals in the areas of self-awareness, career exploration, decision making, planning and placement is encouraged to use and modify these activities for their specific situation.

The activities presented in this book are addressed to a facilitator and are designed to assist students in reaching career development outcomes. How much success students achieve will be a function of how well the facilitator prepares for, implements, and follows-up the activities presented; and how well he or she responds to individual student needs.

Suggestions for the Facilitator implementing these activities:

1. Encourage an atmosphere of openness, acceptance, respect and honesty. If participants feel that something they say in discussion about their own behavior and beliefs is not going to be ridiculed by their peers or looked down upon by the facilitator, they will be more willing to share their feelings and thoughts.
2. Help participants learn to listen to one another. One of the best ways this can be done is for the facilitator to be a model of a good listener.
3. Participate in the activities whenever possible. The best time for the facilitator to give his or her view is toward the end, after the participants have had a chance to think things through for themselves and to express their own views.
4. Encourage participants to be non-judgmental. Just as there are no judges or lawyers in the group, there are no winners or losers. Again - one of the best ways to accomplish this is for the facilitator to act as a model.
5. Allow for the right of any individual to participate or choose not to participate in an activity. If these activities are to be a growing experience, at any point, an individual has the right to "Pass" or in effect say, "I prefer not to commit myself right now," "I don't know," "I'm not ready to share my ideas right now." These activities are essentially a personal process which goes on within and between individuals at different rates and in different ways. The facilitator must allow for this.

6. Respect an individual's confidentiality. Allowing for one's privacy and confidences can be a real responsibility, but a necessary one if these activities are to be meaningful. Confidentiality is necessary on two levels, both with peers and with other faculty.
7. Before implementing any activity, the facilitator must assess the state of readiness of both himself/herself and that of the participants. Whether any given activity requires preparation activities and follow-up activities or is even appropriate for this group is left to the discretion of the facilitator.
8. It is suggested that each participant keep a notebook of Career Development worksheets and checklists he or she has completed for future use and reference. This will allow the facilitator to sequence activities and experiences for the participants.

This document supplements two other resources being developed by the Michigan Department of Education.

One is the Curriculum Workshop Package which outlines the planning and implementation of a career education workshop. The workshop focuses on helping counselors and teachers understand and utilize the infusion approach to integrating career development concepts into the existing instructional and guidance programs.

Ideas for Activities also supplements the Career Guidance Process Guide which is a resource for counselors to utilize in organizing and designing career guidance programs.

For more information about these documents, contact:

Career Education
Box 420
Lansing, Michigan 48902

ORGANIZATION OF THE BOOK

The organization of this Ideas for Activities book is based on The Reference Guide: Career Development Goals and Performance Indicators.^{*} If you do not have a copy of The Reference Guide, you may obtain one from either:

1. Your local Career Education Coordinator - the person designated at the district level to coordinate the Career Education plans and programs.

or

2. Your CEPD (Career Education Planning District) Coordinator.

or

3. Career Education
Michigan Department of Education
Box 420
Lansing, Michigan 48902

- I. The Reference Guide organizes career development into four components:

Self Awareness and Assessment
Career Awareness and Exploration
Career Decision Making
Career Planning and Placement

The activities in this book are likewise divided into these four areas, which have been abbreviated to: Self Awareness, Career Awareness, Decision Making, Planning and Placement.

The designation of each activity to a content area has been made for the users benefit - to give the user some good examples of self awareness activities, etc. With modifications, a self awareness activity may easily become a decision making activity.

- II. The student performance indicators in The Reference Guide are hypothetically slotted into grade levels - again to give the user a realistic prospective of the developmental nature of career development.

Likewise, each activity within the content area in this Ideas for Activities book has been subjectively labeled either:

Elementary = Upper Tab
Middle School/Junior High = Middle Tab
Secondary/Post Secondary = Lower Tab

* Michigan Career Education, Department of Education, Box 420, Lansing, Michigan 48902.

Under each of the four career development components, the activities are organized in terms of level with the elementary activities first, the middle school/junior high activities next and the secondary/post secondary next.

With slight modifications, an elementary activity may become a meaningful experience for a middle school/junior high student or a secondary/post secondary student.

The utility of these activities across grade levels will be a function of the creativeness and desire of the facilitator.

There are two blank activity sheets at the end of every level within each career development component. For instance, 12₁ and 13₁ appear at the end of the elementary Self Awareness section. These blank sheets may be developed and implemented by facilitators. Please forward all these newly developed activities to:

Connie Peters
Career Development Consultant
Michigan Department of Education
Box 420
Lansing, Michigan 48902

for possible inclusion in an expanded edition of this Ideas for Activities: Career Development.

ORGANIZATION OF THE ACTIVITIES

Each activity has these elements:

1. COMPONENT
2. ACTIVITY NUMBER, PAGE NUMBER
3. TABS (TO INDICATE LEVEL)
4. TITLE
5. PURPOSE
6. GROUP SIZE
7. TIME REQUIRED
8. MATERIALS UTILIZED
9. PHYSICAL SETTING
10. IMPLEMENTATION STEPS

Sample Activity:

1. Component	Self Awareness	1	2. Activity Number and Page Number
4. Title	"MOTOR SKILLS"	1	
5. Purpose	Purpose: For the individual to describe (three) motor skills he or she does well. 1.1(C)		3. Tabs (to indicate level)
6. Group Size	Group Size: Unlimited		
7. Time Required	Time Required:		
8. Materials Utilized	Materials Utilized: (1) "Motor Skills" checklist (2) Pencil or pen		
9. Physical Setting	Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.		
10. Implementation Steps	Implementation Steps: 1. Facilitator distributes "Motor Skills" checklist and instructs each participant to check in the appropriate column how they feel they do with each item listed. 2. Facilitator asks each participant to share with the group those skills they have checked in the first column and to relate to the group why they feel this way.		

1. The COMPONENT appears on each activity and identifies which of the four career development components this activity addresses.
2. The ACTIVITY NUMBER is the large number and identifies where to return this activity after removing and implementing it. The smaller number is the Page Number within the activity.
3. There are either one, two, or three TABS on each page of each activity.

Upper Tab = Elementary
 Middle Tab = Middle School/Junior High
 Lower Tab = Secondary/Post Secondary

In the Self Awareness section, there are presently eleven Elementary activities, six Middle School/Junior High activities, and seven Secondary/Post Secondary with two blank activity sheets at the end of each level. It is organized like this to allow for expansion by local educators.

4. The TITLE specifies a name for the activity.
5. The PURPOSE is a statement taken from The Reference Guide: Career Development Goals and Performance Indicators which identifies, in performance terms, what an individual will be able to do as a result of this activity. This purpose statement should change or be modified to depict the intentions of the facilitator. A number (Example: 1.1(A) appears after the statement; this number reflects where, in the Reference Guide, this performance indicator is presented.
6. GROUP SIZE specifies the number of participants or grouping of participants to be utilized for this activity. In general, the size will be determined by the facilitator.
7. TIME REQUIRED for the activity will be determined by the facilitator. It is suggested that adequate time be allowed for discussions and group interaction; the general rule is "rather too much than too little." After implementing each activity, the facilitator should fill in the time required for his or her future reference.
8. MATERIALS UTILIZED specifies the materials necessary to implement this activity. The facilitator must check to see that there are sufficient copies of worksheets, if necessary, for each participant; the facilitator is also responsible for checking the items on the worksheets to make sure they are appropriate and to add or delete items when necessary.

9. PHYSICAL SETTING identifies what space is needed to conduct the activity. The term "sufficient area" is generally used and its determination is left to the descretion of the facilitator. It is suggested that the area be such that small groups can interact without disturbing others or being disturbed by others.
10. IMPLEMENTATION STEPS indicate a general procedure for the facilitator to follow in implementing the activity. Each facilitator may modify, add, or delete steps to better meet the needs of his or her group.

Following implementation of each activity, the Michigan Department of Education would appreciate receiving an "Activity Comment Sheet" to assist in the further development of this Ideas for Activities: Career Development. Blank "Activity Comment Sheets" are included in the back of the book for this purpose. Please forward comment sheets or completed new activity sheets to:

Connie Peters
Career Development Consultant
Michigan Department of Education
Box 420
Lansing, Michigan 48902

The facilitator may also want to collect feedback from the participants after implementing each activity. The next page of this Users Guide represents a format which may be used by the facilitator for this purpose.

COMMENTS, PLEASE!

To be completed by the participant:

Component _____

Circle one:

one tab

two tabs

three tabs

Activity Title _____

Name (optional) _____

Please use the following scale to respond to these questions:

1	2	3	4	5
Definitely				Definitely
No				Yes

1. From the beginning of this activity, the purpose for the activity was clear.

1 2 3 4 5

2. This activity was a good or enjoyable experience for me.

1 2 3 4 5

Care to comment? _____

3. I learned something about myself or about people around me by participating in this activity.

1 2 3 4 5

Care to comment? _____

4. I would like to participate in more activities like this one.

1 2 3 4 5

5. This activity could have been improved by _____

6. The thing I enjoyed most about this activity was _____

ACKNOWLEDGEMENTS AND REFERENCES

ACKNOWLEDGMENTS

Many sources were used to assemble this collection of career development activities. Acknowledgment is hereby made of the many valuable contributions of those counselors, teachers, administrators, and local community members who have assisted with examples and suggestions in the preparation of Ideas for Activities: Career Development.

Project director, Roger Livingston, served a most vital role in the development of this document.

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Listing of activities presented in this section:

SELF AWARENESS AND ASSESSMENT

(Self Awareness)

Elementary - Upper Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Motor Skills	1.1(C)
2 ₁ - 2 ₂	Good Features	1.1(H)
3 ₁ - 3 ₂	Things I Do Alone or In A Group	3.1(A)
4 ₁ - 4 ₃	Activities Alone or Group	3.2(A)
5 ₁ - 5 ₂	Dependence/Independence	3.3(C)
6 ₁ - 6 ₂	Public Interviews	4.2(D)
7 ₁ - 7 ₂	Non-Verbal Communications	4.2(E)
8 ₁ - 8 ₂	Social Skills	4.3(A)
9 ₁ - 9 ₂	Observation Guide	1.3(G)
10 ₁ - 10 ₂	My Interests	1.2(A)
11 ₁ - 11 ₃	Self Evaluation	4.1(D)
12 ₁ -		
13 ₁ -		

Middle School/Junior High - Middle Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Displaying Emotions	1.1(L)
2 ₁ - 2 ₂	Values Voting	1.2(F)
3 ₁ - 3 ₅	Feedback	2.3(J)
4 ₁ - 4 ₆	Individual and Group Goals	3.1(G)
5 ₁	Feelings - Inside and Out	1.1(K)
6 ₁ - 6 ₂	Communications	4.1(F)
7 ₁ -		
8 ₁ -		

Listing Continued on Next Page

Secondary/Post-Secondary = Lower Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Influences in Life	1.2(I)
2 ₁ - 2 ₅	Broken Squares	3.1(L)
3 ₁ - 3 ₄	Communication of Feelings	4.2(O)
4 ₁ - 4 ₅	Confrontation	4.2(P)
5 ₁ - 5 ₂	Unique Characteristics	1.1(P)
6 ₁ - 6 ₄	Goals for Personal Development	4.2(L)
7 ₁ - 7 ₂	Getting to Know You	4.3(C)
8 ₁ -		
9 ₁ -		

Self Awareness

"MOTOR SKILLS"

1

1

Purpose: For the individual to describe (three) motor skills he or she does well. 1.1 (C)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Motor Skills" checklist
(2) Pencil or pen

Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.

Implementation Steps:

1. Facilitator distributes "Motor Skills" checklist and instructs each participant to check in the appropriate column how they feel they do with each item listed.
2. Facilitator asks each participant to share with the group those skills they have checked in the first column and to relate to the group why they feel this way.

Self Awareness

Name: _____

MOTOR SKILLS

	I DO THIS WELL AND NEED LITTLE PRACTICE	I DO THIS WELL BUT I NEED TO PRAC- TICE MORE	I DO THIS POORLY BUT WITH PRACTICE I MIGHT GET BETTER	I DO THIS POORLY AND PRACTICE DOES NOT SEEM TO HELP ME GET BETTER
1. Running				
2. Hoppping				
3. Skipping				
4. Swimming				
5. Bowling				
6. Baseball				
7. Basketball				
8. Jumping				
9. Catching a ball				
10. Hitting a ball				
11. Throwing a ball				
12. Leap frog				
13. Tracing				
14. Cutting with scissors				
15. Drawing				
16. Writing				
17. Hand clapping				
18. Duck walk				
19. Crab walk				
20. Jumping rope				
Etc.				

"GOOD FEATURES"

- Purpose: For the individual to identify those characteristics he or she and others agree the individual has, and those on which they do not agree; list reasons for differences of opinion.
1.1 (H)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) 2 copies - "Good Features" worksheet
(2) Pencil or pen
- Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator distributes a copy of "Good Features" worksheet and instructs each participant to place a check mark next to those features that they feel they have and to briefly write down the reason they feel they have this feature.
 2. Facilitator distributes a second copy of the "Good Features" worksheet and instructs each participant to write down the name of the member of the group that they feel has each of the features listed on the worksheet and to give a brief reason why they feel the person has this feature.
- NOTE: Each participant is to remain anonymous in filling out the second worksheet.
3. Facilitator collects the second worksheet and reads aloud the names only of the persons named to have certain features. e.g. nice - Mary, Considerate - John, etc. Each participant can make a check mark next to that characteristic each time she/he is named as having it.
 4. After all worksheets have been read the facilitator leads a group discussion encouraging each participant to discuss if he/she checked a given feature for himself and how he/she feels about having had other attribute a certain feature to them and/or how they feel about not having had certain features attributed to them.

Self Awareness

Name: _____

2

2

GOOD FEATURES

NICE
CONSIDERATE
VERY NICE
KIND
HELPPFUL
FRIENDLY
CHEERFUL
COURTEOUS
DOESN'T GET ANGRY EASILY
FUN TO BE AROUND
FUNNY
HONEST
BRAVE
CLEAN
I LIKE HIM
I LIKE HER
SMILE
HAIR
EYES
DRESS
SHIRT
CLOTHES
SMART
GOOD RUNNER
GOOD AT BASEBALL
GOOD AT FOOTBALL
GOOD AT BASKETBALL
GOOD AT SWIMMING
GOOD PENMENSHP
GOOD IN ART
GOOD IN MUSIC
IS HAPPY A LOT
PRETTY
O.K.
CUTE
GOOD LISTENER
EASY GOING
RESPONSIBLE
ADVENTUROUS
HARD WORKER
GOOD LOOKING
GENTLE
ENERGETIC
INDEPENDENT
CREATIVE
RESPECTFUL
SELF CONFIDENT
HUMBLE
COURAGEOUS
LEADER
ETC.

"THINGS TO DO ALONE OR IN A GROUP"

- Purpose: For the individual to identify (three) activities in which he or she works alone and (three) activities in which he or she is a member of a group. 3.1 (A)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Activities I" Checklist
(2) Pencil or pen
- Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator distributes "Activities" worksheet, and instructs the participants to check the appropriate column, that is, is this an activity that you do alone or in a group, and do I do this.
 2. Facilitator then instructs group to add activities to their own worksheet (these may be individually or group generated) and to also check whether they are done alone or in a group.
 3. Facilitator leads a group discussion to check on the accuracy of the participants check-off on the activities.

Self Awareness

Name: _____

3

2

Activities I

Activity	Is the activity done		I do this activity
	Alone	Group	
1. Kickball			
2. Jump-rope			
3. Scouting			
4. Games			
5. Sledding			
6. Skating			
7. Bike riding			
8. Crafts (models, wood, etc.)			
9. Cooking			
10. Sewing			
11. Hiking			
12. Fishing			
13. Parties			
14. Painting			
15. Swimming			
16. Movies			
17. Bowling			
18. Baseball			
19. Football			
20. Basketball			
21. Marbles			
22. Hopscotch			
Etc.			

"ACTIVITIES ALONE OR GROUP"

Purpose:

In terms of the following roles, the individual can list activities he or she does alone and those they do with others: as a worker, as a player, as a citizen, as a family member. 3.2 (A)

Group Size:

Unlimited

Time Required:

Materials Utilized:

- (1) "Activities" worksheet
- (2) Pencils or pens
- (3) Chalkboard & chalk

Physical Settings:

Sufficient area for group discussion.

Implementation Steps:

1. Facilitator draws the following chart on the chalkboard.

Things I do Alone	Things I do in a Group
Family Role	
Leisure Role	
School or Occupational Role	
Citizen Role	

2. Facilitator then asks group members to name activities that fit into each of the cells, for example:

Things I do Alone	Things I do in a Group
Family Role Set the table	Go on vacation
Leisure Role Drawing	Baseball
School or Occupational Role Study	Class discussion
Citizen Role Safety Patrol	Clean up the Park

3. Facilitator then distributes "Activities" worksheet and instructs them to interview three (3) adults and ask them the following questions in order to fill in the worksheet.
 1. As part of your family life what do you do alone?
 2. As part of your family life what do you do as a group?
 3. What kind of fun things do you do alone?
 4. What kind of fun things do you do in a group?
 5. At school or at work what things do you do alone?
 6. At school or at work what things do you do in a group?
 7. As a citizen what deeds have you done alone for your community?
 8. As a citizen what deeds have you done in a group for your community?

Self Awareness

After interviewing the three adults and filling out the chart each participant is instructed to fill in the fourth chart for themselves.

4. During a subsequent session the facilitator leads a group discussion on the findings of their three interviews and to share their own chart.

Self Awareness

Name: _____

ACTIVITIES II

Interview three adults asking the following questions:

1. As part of your family life what do you do alone?
2. As part of your family life what do you do as a group?
3. What kind of fun things do you do alone?
4. What kind of fun things do you do in a group?
5. At school or at work what things do you do alone?
6. At school or at work what things do you do in a group?
7. As a citizen what deeds have you done for your community?
8. As a citizen what deeds have you done in a group for your community?

Things I Do Alone	Things I Do In A Group
Family Role	
Leisure Role	
School or	
Occupational Role	
Citizen Role	
Things I Do Alone	Things I Do In A Group
Family Role	
Leisure Role	
School or	
Occupational Role	
Citizen Role	
Things I Do Alone	Things I Do In A Group
Family Role	
Leisure Role	
School or	
Occupational Role	
Citizen Role	
Things I Do Alone	Things I Do In A Group
Family Role	
Leisure Role	
School or	
Occupational Role	
Citizen Role	

"DEPENDENCE/INDEPENDENCE"

- Purpose: For the individual to describe advantages and disadvantages of depending on others and being depended on. (3.3 C)
- Group Size: To be determined by facilitator.
- Time Required: 1 or 2 one-hour sessions, depending on the facilitator.
- Materials Utilized: (1) Chalkboard and chalk
(2) Paper and pencil for each member of the group.
- Physical Setting: A room with sufficient seating to accommodate the discussion group.
- Implementation Steps:
1. Facilitator briefly explains the purpose of this activity.
 2. Facilitator defines the word dependent to the individual(s).
Dependent - trusting or depending on another person or thing for help.
 3. Each individual lists 2 people that they depend on and what they depend on them for. Each individual lists 2 things that they depend on and what they depend on them for. Each individual lists 2 people who depend on them and what they depend on them for. Each individual lists 2 things that depend on them and what they depend on them for.
 4. Facilitator leads a discussion on the students personal advantage of doing things themselves. (Use people or things they depend on). For example:

I depend on mother to make my lunch. I might have to wait until she is ready to make it, but if I did not depend on her and did it myself, I can eat sooner, saving time, satisfying my hunger and I can be proud of doing it myself, being independent and allowing mother to do things she needs to do.
Facilitator leads a discussion of the disadvantages of other people or things depending on them. (Use people or things that depend on them)

For example:

I have a classmate who calls me everyday after school and wants an explanation of our homework assignment for that day. His calling everyday upsets my parents and at times it prevents me from doing what I'm doing. So if I help this person all the time the disadvantage to me is my loss of time and my parents being upset.

5. Facilitator leads a discussion on why it is important, at times to depend on other people or things.

Discuss the following for openers:

1. Police and Fire Department
2. Adult advice and leadership
3. Telephone
4. Doctors and Dentists

After discussing these four items ask the student(s) to generate and discuss other people and/or things that are necessary to depend on.

"PUBLIC INTERVIEWS"

- Purpose: For the individual to identify (three) situations that he or she has initiated conversation. 4.2 (D)
- Group Size: Unlimited number of dyads.
- Time Required:
- Materials Utilized: Tape Recorder (Optional)
Interview Questions
Paper and pen or pencil
- Physical Setting: Sufficient area for the interviews to be conducted and for the group discussion to take place.
- Implementation Steps:
1. Facilitator asks the group which individuals would like to be interviewed about aspects of his/her life and values. Dyads are then formed with one person being interviewed and the other being the interviewer.
 2. The following questions are suggested but ideally the best questions occur spontaneously as the interviewer proceeds.
 - A. Does your family do anything together that is fun?
 - B. If you could be any age, what age would you like to be?
 - C. Do you wish you had a larger family or a smaller family, or is your family just the right size?
 - D. How do you feel about grades in school?
 - E. How do you deal with unpleasant aspects of your school, or of work?

NOTE: Facilitator should consider making up his/her own questions and placing them on 3 x 5 cards, or members of the group can formulate their own questions.
 3. Facilitator should closely monitor the interaction to insure that the interviewer remains sensitive to and considerate of the interviewee's feelings.
 4. Upon completion of all interviews the facilitator should lead a short discussion on how each participant felt about their role and how they might do it differently on another occasion.

5. Each participant is assigned to interview 2 or 3 individuals and to bring the results of their interview to the next session so that it might be discussed. (Note: Participants can and should be encouraged to tape record if equipment is available.)

Adapted from Values Clarification, Simon, Howe, & Kirschenbaum.

"NON-VERBAL COMMUNICATION"

7
1

Purpose: For the individual to list (four) non-verbal ways to respond. 4.2 (E)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) List of non-verbal communications
(2) Pencil or pen

Physical Setting: Sufficient desks or tables for the group to write at.
Area for group discussion.

Implementation Steps:

1. Facilitator briefly discusses that non-verbal communication is a method of communicating your thoughts and feelings to another individual without really saying anything. For example, a person might smile and this could communicate that she/he is happy just as easily as saying "I'm happy."
2. Facilitator hands out the list of non-verbal communicators and asks each student to examine each item and write next to it what he/she feels it is communicating.
3. While the participants are completing their responses the facilitator marks each of the items on the chalkboard.
4. Facilitator asks each member of the group to share what they think the non-verbal communicator communicates. Each response should be marked on the chalkboard.
5. Facilitator leads a group discussion on the similarities and differences of the groups results.
6. Participants are requested to list additional non-verbal communicators on their lists and to write down what they think it communicates.
7. Facilitator repeats steps 4 and 5.

Self Awareness

Name: _____

"NON-VERBAL COMMUNICATIONS"

7.
2 ●

Communicators

What they mean to you

Smile

Pull

Push

Stretch

Frown

Hold another person

Wave

Look into another persons eyes

Touch another person

Stand close to another person

Avoid eye contact

Winking

Sit with arms crossed in front
of you

Shake hands

Yawn

Stick tongue out at another person

Scratch yourself

Show of tears on face

Shake head up and down

Shake head side to side

Purpose: For the individual to give (two) examples of social skills (e.g., being polite to people, getting along with people, being friendly, talking easily with others, etc.) 4.3 (A)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Social Skills" checklist
(2) Pens or pencils
(3) Chalkboard & chalk

Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.

Implementation Steps: 1. Facilitator briefly discusses what social skills are and the importance of them.
2. Facilitator distributes "Social Skills" checklist and instructs the participants to check those skills that she/he feel she/he has and to then write in where they use this skill, with whom and then provide an example.

For example:

<u>Social Skill</u>	<u>Where</u>	<u>Whom</u>	<u>Example</u>
Being Polite	In School	With rest of class	Waiting for my turn to talk

3. Participants then read aloud their results.
4. Facilitator records as many responses as he/she feels is appropriate on the chalkboard.
5. Facilitator leads a group discussion on the Social Skills selected allowing each member to contribute his/her feelings as to why they feel a particular skill is important or not.

Self Awareness

Name: _____

8

2

SOCIAL SKILLS

Skill	Where Used	With Whom	Example
Listener	Home	Friend	Offer Understanding
Eating	Restaurant	Mother	Do Not Talk With Mouth Full
Quiet	Bedroom	Brother Or Sister	While Other Persons Rests
Helpful	Store	Elderly Lady	Hold Door Open
Loan	School	Friend	Loan Class Notes
Bake	Neighborhood	Neighbor	Take Food To Ill Person
Volunteer	Church	People	Help In The Nursery Pass Collection Plates
Run Errand	Home	Self & Mother	Mother Needs Something

"OBSERVATION GUIDE"

9

1

- Purpose: For the individual to give a specific example of something he or she learned about a person from observing that person's activities. 1.3 (G)
- Group Size: Individuals
- Time Required:
- Materials Utilized: (1) "Observation Guide" worksheet
(2) Pencils or pens
- Physical Setting: Participant should place himself/herself in such a position so as to not interfere with the activity of the group.
- Implementation Steps:
1. Facilitator distributes "Observation Guide" and answers any questions the participant might have about its use. Examples can be provided by the facilitator.
 2. Participant is instructed to observe an ongoing group activity and to record his observations.
 3. Participant with the aid of the facilitator places his/her findings with the group that he/she observed. Emphasis should be placed on specific individual behaviors.
- Note: This activity should be utilized as frequently as possible in ongoing activities so that participants are offered an opportunity at observing others behavior.

Adapted from: Beven, A., Resource Guide for Career Development in the Junior-High School, Minnesota Department of Education, 1972

Self Awareness

Name: _____

9

2

OBSERVATION GUIDE FOR TEAMWORK

As you watch the group at work, make tally marks when you see behaviors which fit in to each of the categories. Jot down examples if you like.

LEVELS OF BEHAVIOR

FIGHT behavior: attacking, being aggressive, joking, showing negative feeling

Examples:

FLIGHT behavior: avoiding the problem, withdrawing, joking, going off the point, over-intellectualizing.

Examples:

PAIRING behavior: being warm and friendly, intimate, supportive, agreeable. (Watch for OPPOSITE of this too -- being impersonal, aloof, cold, and so on.)

Examples:

DEPENDENCY behavior: looking to the leader for support or direction; heavy reliance on structuring and defining of devices and procedures. (Watch for OPPOSITE too - rebellion, denial of need for structure.)

Examples:

WORK behavior: acting on the problems facing the group in a problem-solving way.

Examples:

Self Awareness

"MY INTERESTS"

10
1

- Purpose: For the individual to list (three) things he or she interested in and (three) things he or she is not interested in. 1.2(A)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "My Interests" worksheet
(2) Pencils or pens
(3) Chalkboard and chalk
- Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator points out to the group that they are going to list and discuss things that they are interested in.
 2. Facilitator distributes "My Interests" worksheet and instructs the participants to answer the questions according to the directions on the worksheet.
 3. Facilitator then leads a group discussion emphasizing the similarities and difference in abilities and interests given by the participant. Chalkboard can be utilized to record some of the common factors given.

Self Awareness

10

Name _____ Grade _____ Date _____ 2

I. Abilities

Our abilities often determine our successes and failures. This is a list of some of the things I am good at:

- 1.
- 2.
- 3.
- 4.
- 5.

II. Interest

These school subjects interest me the most:

- 1.
- 2.
- 3.
- 4.
- 5.

These sports and hobbies interest me the most:

- 1.
- 2.
- 3.
- 4.
- 5.

This is a list of some things that do not interest me:

- 1.
- 2.
- 3.
- 4.
- 5.

"SELF EVALUATION"

- Purpose: For the individual to identify (two) situations in which people he or she knows have demonstrated differences in interpersonal skills and describe how these skills are different. 4.1(D)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Self Evaluation" worksheet
(2) Pens or pencils
- Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator distributes "Self Evaluation" worksheet and instructs the participants to fill it out according to the directions on the worksheet.
 2. After completion of the worksheet the facilitator requests that participants share the evaluations that they gave themselves.
 3. Facilitator then leads a group discussion having the participants emphasize the differences in the interpersonal skills and how they are exhibited by different individuals in the group.
 4. Facilitator then requests that individuals who have checked items in the "Very Much Like Me" column share them with the group and tell how and why they are able to do those things. Discussion should be encouraged.

Adapted from: Benson, A., Resource Guide for Career Development in the Junior High School, Minnesota Department of Education, 1972

SELF EVALUATION FORM

11²

Name _____ Grade _____ Date _____

Directions: Some students are good at certain things. Other students are better at doing other types of things. Here is a list of different kinds of things that students do. Read each one and then decide how you would describe yourself.

	VERY MUCH LIKE ME	A LITTLE LIKE ME	NOT LIKE ME
1. Gets along well with boys.			
2. Gets along well with girls.			
3. Gets along well with teachers.			
4. Gets school work in on time.			
5. Is funny or comical.			
6. Enjoys science projects.			
7. Remembers what's learned.			
8. Controls temper.			
9. Is willing to help others.			
10. Confident, sure of self.			
11. Enjoys art work.			
12. Is neat and clean in appearance.			
13. Is able to take orders from teachers.			
14. Is able to concentrate.			

	VERY MUCH LIKE ME	A LITTLE LIKE ME	NOT LIKE ME
15. Is courteous, has good manners.			
16. Gets alot of fun out of life.			
17. Enjoys arithmetic work.			
18. Is a leader.			
19. Is not too skinny, not too fat.			
20. Studies hard, does not waste time.			
21. Is willing for others to have their ways sometimes.			
22. Does not expect everything he does to be perfect.			
23. Is good at physical education.			
24. Has new, original ideas.			
25. Is not too tall, not too short.			
26. Is able to talk to teachers easily.			
27. Goes ahead with school work on his own.			
28. Makes other people feel at ease.			
29. Has lots of pep and energy.			
30. Enjoys doing social studies projects.			

Self Awareness
New Activity Sheet

12₁

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Self Awareness
New Activity Sheet

13₁

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"DISPLAYING EMOTIONS"

1
1

- Purpose: For the individual to identify (two) behaviors both verbal and non-verbal) that demonstrates each of the following emotions: happiness, anger, sorrow, fear, loneliness, excitement. 1.1 (1)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: Emotions worksheet
- Physical Setting: Sufficient desks or tables for the participant to write at. Sufficient area for large group discussion.
- Implementation Steps:
1. Facilitator distributes worksheet to participants and instructs them to fill in the blanks with two verbal and two non-verbal behaviors that demonstrate the emotions listed.
 2. While participant complete worksheet the facilitator lists the emotions on the chalkboard.
 3. When the participant complete the worksheet the facilitator asks each of them, in turn, to give the responses they have recorded and records them on the chalkboard.
 4. Facilitator leads a brief discussion on the similarities and differences in the groups responses, and emphasizes the variety of ways a particular emotion can be expressed.
- NOTE: A further list of emotions can be developed by the group or facilitator and completed at another session.

EMOTIONS WORKSHEET

<u>EMOTION</u>	<u>VERBAL BEHAVIORS</u>	<u>NON-VERBAL BEHAVIORS</u>
HAPPINESS	1. _____ 2. _____	1. _____ 2. _____
ANGER	1. _____ 2. _____	1. _____ 2. _____
SORROW	1. _____ 2. _____	1. _____ 2. _____
FEAR	1. _____ 2. _____	1. _____ 2. _____
LOVELINESS	1. _____ 2. _____	1. _____ 2. _____
EXCITEMENT	1. _____ 2. _____	1. _____ 2. _____
Etc.		

Purpose: For the individual to compare and contrast values held by his or her classmates. 1.2 (F)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) Values Questions
(2) Chalkboard & Chalk

Physical Setting: Sufficient area for large group discussion.

Implementation Steps:

1. Facilitator reads aloud one by one the list of questions provided. After each question is read the participants take a position by a show of hands. Those who wish to answer yes raise their hands. Those who choose to answer no point their thumbs down. Those undecided fold their arms. And those who want to pass simply take no action at all. Facilitator tallies the responses on a chalkboard. Discussion is tabled until after the facilitator has completed the entire list.
 1. How many of you think there are times when cheating is justified?
 2. How many of you could tell someone they have bad breath?
 3. How many of you think going steady is important in order to achieve social success?
 4. How many of you regularly attend religious services and enjoy it?
 5. How many of you think sex education should be taught in the schools?
 6. How many of you have a communication problem with your parents?
 7. How many of you would like teachers to be called by their first names?
 8. How many of you think that schools do not prepare young people well enough for life?
 9. How many of you think grades (marking) ought to be abolished in school?
 10. How many of you wish there were more children in your family?

2. Facilitator leads a group discussion dealing with the participants reasons for voting for, against, or not at all on each question. Facilitator should emphasize similarities and differences in participants choices.

NOTE:

- (1) Voting lists should not be too long. They loose their effectiveness after about ten or more items.
- (2) Once participants get the hang of voting, they can create excellent voting lists of their owns. They can make up lists of questions about their own concerns and then conduct the voting themselves.

Adapted from: Values Clarification, Simon, Howe, & Kirschenbaum.

"FEEDBACK"

- Purpose:** For the individual to explain how feedback about his or her characteristics influences his or her self-concept.
2.3 (J)
- Group Size:** Unlimited number of triads
- Time Required:** 15-30 minutes
- Materials Utilized:** (1) "Feedback" handout/lecture
- Physical Setting:** Sufficient area so that triads can separate from one another to avoid influence of outside noises. Sufficient area for large group discussion.
- Implementation Steps:**
1. Facilitator distributes handout on "Feedback" or gives a lecture using the "Feedback" handout and then answers any questions related to the handout.
 2. Participants then form triads of their own choice - they should be encouraged to form triads with individuals they do not know. Participants in each group name themselves A, B, or C.
 3. Phase One:
 - A) Participant A takes three minutes to tell participants B & C as much about himself as he feels comfortable in doing.
 - B) Participant B repeats this procedure
 - C) Participant C repeats this procedure
 4. Phase Two:
 - A) Together, participants B & C take two minutes to tell participant A what they heard him/her say, what they infer from what he/she has said or left unsaid and how they feel toward him/her.
 - B) Participants C and A repeat this process for participant B.
 - C) Participants A and B repeat this process for participant C.
 5. Facilitator brings the triads back together and leads a discussion on how all of the participants felt about the feedback they received, the type of feedback they received, and what influence this feedback might have had or not had on them.

FEEDBACK

3

2

Definition

As responsible members of groups, people intend to behave in ways that would help the group to move toward accomplishing its task, while at the same time maintaining its membership, that is, keeping any member from being lost overboard. Actually, even one's best-intended behavior may hinder rather than help, and sometimes it is even destructive.

As a group proceeds, some of the members find themselves wanting to get the reactions of other members of their groups to their behavior during the group sessions. Others, to a greater or lesser degree, have fears about this.

When people tell how one's behavior is effecting them, what they are communicating is feedback. The technical term comes originally from the field of automation. (For example, the thermostat gives feedback to a furnace on how well the furnace is doing in heating the thermostat.) It's a term that applies equally well to what goes on in groups.

Categories

Feedback may emerge in a number of ways:

- conscious: nodding assent; or unconscious: falling asleep
- spontaneous: "Thanks a lot;" or solicited: "Yes, it did help."
- verbal: "no;" or nonverbal: leaving the room

Effects

Feedback can have the following helpful effects:

- Reinforces
 - Feedback may confirm behavior by encouraging its repetition
"You really helped them when you clarified."
- Corrects
 - Feedback may help bring behavior in line with intention
"It would have helped me more if you had stood up to talk."
- Identifies
 - Feedback may help identify persons and their relationship
"Joe, I thought we were enemies, but we're not, are we?"

Criteria

Helpful feedback is:

1. Descriptive

- It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use or not as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively; i.e., "Ralph, I want to be sure to hear you. Could you raise your voice a bit please?" This gives a different feel from the statement, "Henry, you talk too low." The latter sounds condemning and puts all the responsibility on Henry. The former shares the situation between Henry and the speaker, and contains a complimentary rather than accusative note.

2. Specific

- It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue I felt forced to accept your arguments or face attack from you."

3. Appropriate

- It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. Useable

- It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.

5. Requested

- It is solicited, rather than imposed. Feedback is most acceptable when the receiver himself has formulated the question which those observing him can answer.

6. Timely

- It is well-timed. In general, feedback is most useful when offered at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. Clear

- It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender has in mind.

8. Accurate

- When feedback is given in a group, both giver and receiver have opportunity with others in the group to check the accuracy of the feedback. Is this one man's impression or an impression shared by others? It is highly important to remember that not all members in the group see and read the data in the same way. We see what we are prepared to see. We are affected by the actor's output combined with that which each of us brings to the encounter. Therefore a statement which makes one person "boil" might amuse another. Therefore, it is more accurate to say, "Ralph, what you just now said makes me 'boil'", rather than, "Ralph, what you said is an inflammatory statement." Categorical comments of that sort are more apt to be an inaccurate than accurate summary of the group's reaction. At least, they need to be checked out for their applicability.

9. Trusted

- A trusted non-threatening source helps to make feedback more palatable. "Daddy, you're getting too fat." from your 3-year-old daughter is more acceptable than from a forever-harping wife.

Standards

Some appropriate standards for given feedback are:

- speak to data
- speak to one specific datum at a time
- check with the actors
- give feedback at a useful level
- offer rather than impose feedback

Self Awareness

Leveling, Confrontation, Encounter

A group can usefully move to a more mature, a deeper level of relating when serious feedback is possible.

This "maturity" in turn enables a group with a task to get the job done more rapidly and with more commitment to the decisions made.

Serious feedback usually occurs by one or more of the following processes:

- Leveling: Letting another person or persons know how I feel about myself.
"I'm tired." "I'm confused." "I'm damn insecure in this position."
"Golly, I'm happy to hear that."
- Confrontation: Letting another person or persons know how I feel about them.
Pete: "I'm trying to be helpful by explaining it."
Joe: (confronting) "But you really cut me off and that makes me angry."
- Encounter: A relationship of dialogue between persons when both are leveling, both are confronting, or both are doing both.
Pete: "I'm afraid when people don't listen to me, Joe."
Joe: "I really feel inferior when I get cut off, Pete."
- Leveling is always a type of confrontation, but confrontation may or may not be leveling. Example: "This whole group is being dishonest!" This statement does not let the group know if the person feels that he is honest or dishonest also.
- Confrontation is generally not helpful for learning when received as condemnation. It is far more helpful within the confrontation to include the possibility that the confronter's interpretation of behavior might be badly distorted. Example: "I may be wrong, but your comment didn't help the group, at least not me."

Feedback is not helpful if it is so superficial as to be all but meaningless ("That was a good session you led.") or so threatening that the meaning cannot be accepted or "heard" ("You should never lead a training session.")

Some Further Examples of Feedback Comments

not "You were insecure" (Personality imputation)

but "It seemed to me you often did not speak when the group was tense or upset."
(report of perceived behavior)

not "You were trying to take over the group" (attack, imputed motives)

but "I don't know how you saw it, but the impression that came across to me was that you were trying to control me. How did you feel about it?" (Here is my reaction to your behavior; what is your view of it?)

not "You are a pleasant, well-adjusted person" (Personality generalization, stereotyping)

not "The group thinks you are very capable intellectually." (imputation of opinion to group)

but "Whenever you spoke, I felt warm and accepted. You never did anything that threatened me." (report of the way you affected me)

but "You struck me as making a real contribution to our thinking, for example, during our analysis of decision-making. Do other group members share this feeling?" (Here is my view, what is that of others?)

By: Roger Livingston, Research Assistant Rehabilitation Counseling Program,
Michigan State University, East Lansing, Michigan, 1974.

"INDIVIDUAL & GROUP GOALS"

Secondary

- Purpose:** For the individual to list group goals in a given situation and identify reasons why he or she may have to compromise individual goals in order to reach the group goals. 3.1 (G)
- Group Size:** Unlimited
- Time Required:** Approximately one hour.
- Materials Utilized:**
- (1) Individual worksheet
 - (2) Group worksheets
 - (3) Answer sheets containing rationale for decisions
 - (4) Directions sheet for scoring
 - (5) Pencils or pens
 - (6) Chalkboard & chalk
- Physical Setting:** Sufficient desks or tables for participants to write at. (Square tables are suggested for group work)
Sufficient area for group discussions.
- Implementation Steps:**
1. Each participant is given a copy of the individual worksheet and told that she/he has fifteen minutes to complete the exercise.
 2. Groups of between six and twelve participants are formed and one member is selected to be the group recorder. The group recorder does participate in all phases of the exercise. (Several groups may be directed simultaneously).
 3. One group worksheet is handed to each group and the following instructions are given:
 - a. Participants are not to change any answers on their individual sheets as a result of group discussions.
 - b. The recorder is to record group consensus on this sheet.
 - c. Participants will have 30 minutes in which to complete the group worksheet.
 4. Each participant is given a copy of the direction sheet for scoring. (This phase of the experience should take 9 to 10 minutes.) The following directions are given.
 - a. Each participant is to score their own worksheet.
 - b. They will then give their score to the recorder who will compute the average of the individual's scores.
 - c. The recorder will then score the group worksheet.

5. Results are posted according to the chart below, by the facilitator on the chalkboard.

Group 1 Group 2 Group 3

Consensus Score

Average Score

Range of
Individual
Scores

6. Facilitator leads a group discussion with each participant identifying reasons why he or she might have had to compromise individual goals in order to reach the group goals.

Adapted From: Handbook of Structured Experiences
for Human Relations Training.
Pfeiffer & Jones.

NASA EXERCISE INDIVIDUAL WORKSHEET

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

- _____ Box of matches
- _____ Food concentrate
- _____ 50 feet of nylon rope
- _____ Parachute silk
- _____ Portable heating unit
- _____ Two .45 calibre pistols
- _____ One case dehydrated Pet milk
- _____ Two 100-lb. tanks of oxygen
- _____ Stellar map (of the moon's constellation)
- _____ Life raft
- _____ Magnetic compass
- _____ 5 gallons of water
- _____ Signal flares
- _____ First aid kit containing injection needles
- _____ Solar-powered FM receiver-transmitter

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgements. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

_____ Box of matches
_____ Food concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 calibre pistols
_____ One case dehydrated Pet milk
_____ Two 100-lb. tanks of oxygen
_____ Stellar map (of moon's constellation)
_____ Life raft
_____ Magnetic compass
_____ 5 gallons of water
_____ Signal flares
_____ First aid kit containing injection needles
_____ Solar-powered FM receiver-transmitter

RATIONALE:

CORRECT NUMBER:

No oxygen	<u>15</u>	Box of matches
Can live for some time without food	<u>4</u>	Food concentrate
For travel over rough terrain	<u>6</u>	50 feet of nylon rope
Carrying	<u>8</u>	Parachute silk
Lighted side of moon is hot	<u>13</u>	Portable heating unit
Some use for propulsion	<u>11</u>	Two .45 calibre pistols
Needs H ₂ O to work	<u>12</u>	One case dehydrated Pet milk
No air on moon	<u>1</u>	Two 100-lb tanks of oxygen
Needed for navigation	<u>3</u>	Stellar map (of moon's constellation)
Some value for shelter or carrying	<u>9</u>	Life raft
Moon's magnetic field is different from earth's	<u>14</u>	Magnetic compass
You can't live long without this	<u>2</u>	5 gallons of water
No oxygen	<u>10</u>	Signal flares
First aid kit might be needed but needles are useless	<u>7</u>	First aid kit containing injection needles
Communication	<u>5</u>	Solar-powered FM receiver-transmitter

Self Awareness

NASA EXERCISE DIRECTION SHEET FOR SCORING

4
6

The group recorder will assume the responsibility for directing the scoring. Individuals will:

1. Score the net difference between their answers and correct answers. For example, if the answer was 9, and the correct answer was 12, the net difference is 3. Three becomes the score for that particular item.
2. Total these scores for an individual score.
3. Next, total all individual scores and divide by the number of participants to arrive at an average individual score.
4. Score the net difference between group worksheet answers and the correct answers.
5. Total these scores for a group score.
6. Compare the average individual score with the group score.

RATINGS:

0-20	Excellent
20-30	Good
30-40	Average
40-50	Fair
over 50	Poor

"FEELINGS - INSIDE & OUT"

- Purpose: For the individual to explain why a person's observable reaction in an emotional situation may differ from how he or she is feeling inside. 1.1(K)
- Group Size: Unlimited Triads
- Time Required:
- Materials Utilized: (1) Chalk and chalkboard
- Physical Setting: Sufficient area for triads to interact without disturbing one another. Sufficient area for large group discussions.
- Implementation Steps:
1. Facilitator explains the purpose of the activity as listed above.
 2. Facilitator leads a discussion pointing out that people often wear masks to conceal what they are really feeling: for example: (1) smiling when you want to cry, (2) acting nice when you are really angry, (3) trying to look patient when you are really irritated, (4) looking interested when you are bored, (5) hiding a guilty feeling, and (6) hiding a secret. These masks should be written on the chalkboard.
 3. Form triads and instruct participants to take turns role playing the various masks mentioned. After each role is played, participant should take time to describe the "gut-level feelings" that accompanied it. For example: (A) sick to my stomach, (B) cold, (C) tenseness in my forehead, (D) heart beating faster, etc. The other two members of the triad should then share their observations of the individual that spoke. For example: "When you said you weren't angry, you clenched your fist and gritted your teeth; or when you were trying to look interested, you were tapping your left foot and kept looking away."
 4. Facilitator brings the triads together and leads an open discussion on what the participants experienced in their groups. Emphasis and direction should be stressed toward the purpose of the activity in the discussion.

Adapted from: Hamlin, B., Awareness Experiences for School Use, Dayton, Ohio, Pflaum Publishing, 1975.

- Purpose: For the individual to explain why it is important for a person to communicate with others, both verbally and non-verbally. 4.1(F)
- Group Size: Unlimited number of dyads
- Time Required:
- Materials Utilized: (1) Chalkboard and chalk
- Physical Setting: Sufficient area for dyads to interact without interfering with one another. Sufficient area for large group discussions.
- Implementation Steps:
1. Facilitator explains to the group that both verbal and non-verbal behavior are important in communicating with one another, and that we need to become aware of how a person cancels out, at times, his/her verbal communication by non-verbal communications.
 2. Dyads are formed and the following instructions are given:
 - A. Face each other and taking turns cancel out everything you say by the way you look or act. For example, you might say "I really feel sorry about that" and then laugh; or very calmly say "I sure am mad;" or very angrily say "I'm not mad" or with a frowning forehead "I'm not worried."
 - B. Continue on for about five minutes, cancelling out the words you say by gestures, facial expressions, tone of voice, etc.
 3. After the five minutes the dyads should share with each other responses to the following questions:
 - A. What did you experience?
 - B. How did you feel about cancelling your message?
 - C. What new insights did you gain?NOTE: Facilitator should write the above questions on a chalkboard.
 4. Facilitator brings the dyads into one large group and leads a group discussion addressing the three questions in #3 including the following questions:
 - A. How did you and your partner cancel your message?
 - B. Why is it important for a person to communicate with others, both verbally and non-verbally.NOTE: Facilitator should circulate during Step #2 to facilitate any problems the dyads might be experiencing.

Adapted from: Hanlin, B., Awareness Experience for
School Use, Dayton, Ohio, Pflaum
Publishing, 1975

Self Awareness
New Activity Sheet

7
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Self Awareness
New Activity Sheet

8
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"INFLUENCES IN LIFE"

Purpose: For the individual to describe (three) factors that may effect the values a person holds. 1.2 (I)

Group Size: Minimum of 5 students

Time Required:

Materials Utilized: (1) Chalkboard & Chalk
(2) "Values Clarification" handout

Physical Setting: Small room with sufficient seating to accommodate the discussion group.

Implementation Steps:

1. Facilitator asks each member of the group to consider the following question - "What people (individuals) e.g., mother, father, friends, might influence your behavior. Allow a few seconds for them to think about this and then rapidly go around the group asking them to name the individuals. Record their responses on the chalkboard.
2. Facilitator repeats the above procedure but this time asks the question - "What institutions, e.g., school, church, local and federal government, might influence your behavior or thinking?"
3. Facilitator repeats the procedure outlined in question #1 but this time asks the question - What other things, like e.g., movies, T.V., etc., might influence your behavior or thinking?
4. Facilitator leads a group discussion on how these individuals, institutions or other factors influence their behavior or thinking, e.g. By lecturing me, by setting rules, etc. These factors are to be written on the chalkboard adjacent to the people etc.
5. Facilitator then leads a discussion on how each individual feels about these influences on their life.
6. Facilitator distributes "Values Clarification" handout to each group member. Allow time for it to be read and then lead a brief discussion on its content.

"Values Clarification"

1
2

Young persons are exposed to many different models from which they can develop values. These sources include parents, teachers, priests, rabbi's or ministers, politicians, movie stars, the media and friends which all present varying values. How is the young person to sort out all the pros and cons and achieve his own values. When it comes time to choose an occupation, a college, a spouse, who to vote for how does the young person choose his own course of action from among the many models and moralizing lectures with which she has been bombarded? Where does he learn whether she wants to stick to the old moral and ethical standards or to buy new ones? How does he develop his own sense of identity? How does he learn to relate to people whose values differ from his own?

What are values? Values are principles, standards, or qualities that an individual considers to be worthwhile or desirable. They are the things of Social life (ideals, customs, institutions, etc.) toward which the people of the group have emotions - feelings about these values may be positive as cleanliness, freedom, education, etc. or negative as cruelty or crime.

Values clarification does not teach a particular set of values. Rather it is a technique designed to help people sort out, talk about, and think through their own values systems. The emphasis of this approach is on the PROCESS -- on the very personal process by which an individual defines his own value system and by which he makes constructive decisions -- decisions he can live with and take responsibility for.

For the purposes of value clarification, the valuing process is defined in an operational fashion, in terms of how it works. The valuing process includes seven elements clustered in the three action processes of CHOOSING, PRIZING, and ACTING. These seven elements can be used as a set of criteria to hold up against any choice or decision a person makes to determine the nature or depth of value commitment.

- CHOOSING: 1. Choosing from alternatives
2. Choosing after considering the consequences
3. Choosing freely
- PRIZING: 4. Considering what one prizes and cherishes
5. Affirming one's choice publicly, to others
- ACTING: 6. Doing something, acting in terms of one's choice
7. Doing so repeatedly, as a pattern in one's life

Basically, the goal of values clarification is to help people:

- look for their own alternative ways of handling problems or situations, recognizing that each might make different selections,
- examine the consequences, the what-would-happen probabilities, for each alternative, and
- make personal decisions based on an honest and accurate assessment of the information they have generated. The decision making process does not stop here. By emphasizing PRIZING and ACTING processes, in addition to the CHOOSING, values clarification brings immediacy and meaning to the decisions that people begin to make for themselves.

Adapted from Value Clarification, Simon, Howe, Kirshubaum.

"BROKEN SQUARES"

2
1

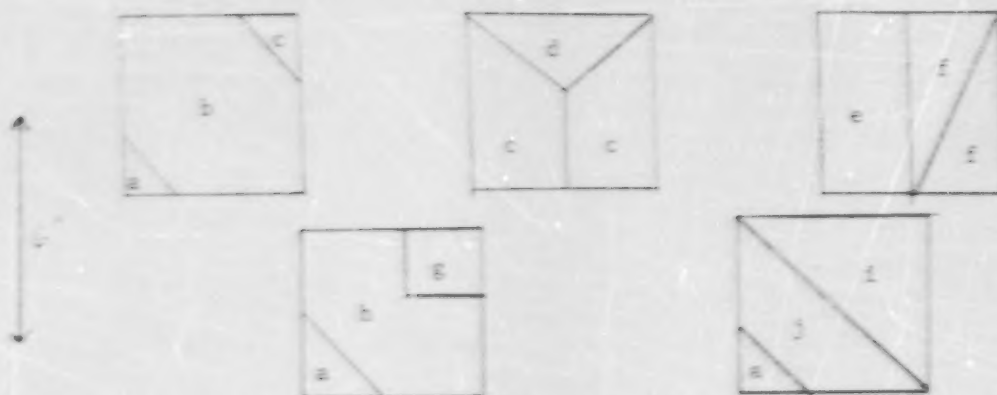
- Purpose:** For the individual to describe his or her feelings and behavior in a group situation; she/he will differentiate between his or her feelings or behavior and that of others; she/he will analyze why they did or did not do more than the minimum required. 3.1 (L)
- Goals:** To analyze certain aspects of cooperation in solving a group problem.
- To sensitize the participants to some of their own feelings and behaviors which may contribute toward or obstruct the solving of a group problem.
- Group Size:** Any number of groups of six participants each. There will be five participants and an observer/judge.
- Time Required:** Fifteen minutes for the exercise and fifteen minutes for discussion.
- Materials Utilized:** (1) Chalkboard, chalk, eraser
(2) Tables that will seat five participants each
(3) One set of instructions for each group five participants and one for the observer/judge
(4) One set of broken squares for each group of five participants
- Physical Setting:** Tables should be spaced far enough apart so that the various groups cannot observe the activities of other groups.
- Implementation Steps:**
1. The facilitator may wish to begin with a discussion of the meaning of cooperation; this should lead to suggestions by the groups of what is essential in successful group cooperation. These may be listed on the board, and the facilitator may introduce the exercise by indicating that the groups will conduct an experiment to test their suggestions. Basic suggestions which the facilitator may want to bring out of the groups are as follows:
 1. Each individual must understand the total problem.
 2. Each individual should understand how he can contribute toward solving the problem.
 3. Each individual should be aware of the potential contributions of other individuals.
 4. There is a need to recognize the problems of other individuals in order to aid in making their maximum contribution.

2. When the preliminary discussion is finished, the facilitator chooses an observer/judge for each group of five participants. These observers are each given a copy of their instructions. The facilitator then asks each group to distribute the envelopes from the prepared packets. The envelopes are to remain unopened until the signal to work is given.
3. The facilitator distributes a copy of the instructions to each group.
4. The facilitator then reads the instructions to the group, calling for questions or questioning groups as to their understanding of the instructions. It will be necessary for the facilitator or his assistants to monitor the tables during the exercise to enforce the rules which have been established in the instructions.
5. When all the groups have completed the task, the facilitator will engage the group in a discussion of the experience. Discussion should focus on feelings and behavior and should be more than merely a relating of experiences and general observations. Observations are solicited from the observer/judges.

DIRECTIONS FOR MAKING A SET OF SQUARES

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, penciling the letters a,b,c, etc., lightly, so that they can later be erased.



The lines should be so drawn that, when cut out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one to two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A,B,C,D, and E. Distribute the cardboard pieces in the five envelopes as follows:

- Envelope A has pieces i, h, e
- " B has pieces a, a, a, c
- " C has pieces a, j
- " D has pieces d, f
- " E has pieces g, b, f, c

Erase the penciled letters from each piece and write, instead the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

INSTRUCTIONS TO THE GROUP

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may, however, give cards to other members.

Are the instructions clear? (Questions are answered)

Facilitator gives signal, "Begin Work".

INSTRUCTIONS TO THE OBSERVER/JUDGE

OBSERVER:

Your job is part observer and part judge. Make sure each participant observes the rules:

1. No talking, pointing, or any other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not take pieces from other members.
3. Participants may not simply throw their pieces into the center for others to take; they have to give the pieces directly to one individual.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

Do your best to strictly enforce these rules.

As an observer, you may want to look for some of the following:

1. Who is willing to give away pieces of the puzzle?
2. Did anyone finish his puzzle and then somewhat divorce himself from the struggle of the rest of the group?
3. Is there anyone who continually struggles with his pieces but yet is unwillingly to give any or all of them away?
4. How many people are actively engaged in mentally putting the pieces together?
5. Periodically check the level of frustration and anxiety --- who's pulling his hair out?
6. Was there any critical turning point at which time the group began to cooperate?
7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

Adapted from: Handbook of Structured Experiences in Human Relations Training, Vol. 1, Pfeiffer and Jones.

"COMMUNICATIONS OF FEELINGS"

- Purpose:** For the individual to describe "empathy" and will identify (two) situations in which he or she has been empathic. 4.2 (0)
- Group Size:** Limited number of diads. Approximately 10-12 participants.
- Time Required:**
- Materials Utilized:** (1) Mini Lecture on "Communications of Feelings"
(2) Paper and pencil or pen
- Physical Settings:** Sufficient area for the diads to interact without interfering with one another. Area for group discussion.
- Implementations Steps:**
1. The facilitator should begin with a mini-lecture on communication of feelings.
 2. Using the following words each participant should write down a statement which will convey that feeling.

enthusiastic	indifferent
daring	confused
relaxed	angry
excited	nervous
sympathetic	unhappy

e.g. Wow, I'm really glad that I'm going to the Senior prom with Mike. (conveys excitement)
 3. The group should now form diads and each member should convey his/her statement to the other person. The person responding should state "You feel _____." This will help them to learn these feeling words. The facilitator should circulate so as to be able to monitor the interactions. Remember, that if the responder uses a word such as "like" or "that" for instance, "You feel that _____." or "you feel like _____." that they have not picked up the feeling. Example: "You feel like he is ignoring you." This may be

accurate, but how does that make you feel?

4. Facilitator should shape behavior by saying, "Good" or "Very Good". Positively reinforce almost any feeling response. You might say of weak response, "That's close but how about . . . and give a more accurate response."
5. Each member of the group should be afforded the opportunity to respond to and give his/her statement to every other member of the group.
6. Facilitator leads a large group discussion on the interactions that took place. Emphasis should be placed on how well the statements were responded to by members of the group.
7. Each member is then assigned to bring to the next meeting 10 statements which communicate some feeling and meaning which is significant for them and that they are writing to share with the group.
8. Steps 3-6 are repeated during the next session.

"COMMUNICATIONS OF FEELINGS"

3

3

Have you ever awoken from a dead sleep and found that your jaws, hurt, your teeth hurt, because you had clenched your jaws so tightly. Perhaps it dawned on you that you were angry, but you couldn't remember what it was that had made you angry. Frequently we don't label that we are angry.

The truth of the matter is that we are often not in touch with how we feel or what we are experiencing. Yet it has been found that if we are able to label how we feel and what we are experiencing at the time, that we do not experience the pain of suppressed feelings or the anxiety of not knowing what it is that is really bothering us.

The identification of feelings is vitally important to our own growth. If a person can truly unblock his experiencing and become more open, he will be free to try new experiences and become more open, she/he will be more open to the need to change some of his/her, present behavior, and will be able to be more accepting of those who differ with him.

An individual should be able to label what he is feeling. She/he should be able to state at any given moment what she/he is primarily experiencing. In order to do this, you must first learn to listen to what you are saying to you. Your body speaks to you, just as the body language of the person sitting across from you speaks to you.

If you are beginning to catch a cold, you have a headache, your nose is stuffy, you begin to ache. All of the signals tell you that you are about to have a cold. If you are wise, you listen to your body and take some sort of preventative medicine.

The same thing is true about our feelings. If we find ourselves in a situation that seemingly has only poor solutions, then we become anxious then frustrated and finally angry or depressed. These feelings flow from one sensation to another. If we know our own processes we can often take preventative action so that the anxiety can be dealt with before it becomes frustration.

So we need to tune in to our own feelings--be able to identify what we are experiencing. The more able we are to identifying our own feelings, the more able we will be at helping others to identify what they are experiencing.

The first condition necessary for an effective helping relationship is empathic understanding. The ability of the person to pick up, feel, and respond accurately to the feelings of the other person is fulfilling the condition of helping known as empathic understanding.

The effect of empathic understanding in a relationship is that the person perceives that he is understood. She/he feels free to explore his/her feelings and to express ideas about himself and his/her environment as it becomes more and more apparent that he/she is being accepted.

Empathic understanding enables the person to experience acceptance. Labeling the feelings of the person at a deeper and deeper level aids him in understanding his feelings.

Through the continued use of empathic understanding by you the other person experiences more and more acceptance and also feels that even his/her negative feelings are accepted.

Because of your acceptance, you will be able to accept your own feelings and begin to change your own behavior.

As the helping relationship continues, the other person becomes more open and reveals more and more about himself and his feelings. Empathic understandings has provided the basis for he/she to explore these deeper feelings and even try new behaviors in relationships.

You may attempt these new behaviors in your day to day environment, if you find them accepted, then you will repeat them because you are being positively reinforced for them.

The expression of your basic feelings at a deeper level brings them more clearly into your awareness enabling you to deal with positive and negative feelings.

Now we are going to learn how to respond empathically. This is as you know a means of identifying for a person how he is feeling. It is a means of beginning to put the person in touch with that he is experiencing. After you learn how to respond this way, you will learn to respond in more varied fashions, but always you will pick up what the person is saying and enable him to understand his/her experiencing better.

Adapted from: Human Relations: A Manual for Trainers, Sydnor, Akridge, and Parkhill.

"CONFRONTATION"

- Purpose:** For the individual to discuss "Confrontation" and identify (two) times he or she has confronted another or has been confronted by another. 4.2 (P)
- Group Size:** Unlimited number of triads
- Time Required:**
- Materials Utilized:** (1) "What is Confrontation?" Lecture
- Physical Setting:** Sufficient area so that the triads can interact without interfering with one another.
- Implementation Steps:**
1. Facilitator hands out the "Confrontation Lecture". Each individual is provided sufficient time to read it. Facilitator then leads a group discussion to ensure that each participant clearly understands its content. **NOTE:** This exercise should not be attempted unless all participants have completed 4.1 (O) "Communications of Feelings" exercise.
 2. Facilitator instructs each member of the group to select one person in the group and communicate to him/her something positive you experienced about him/her and something which brings out negative feelings in you. e.g. Something in his/her behavior which is not helpful to you. The person receiving the communication should respond empathically (feeling and meaning) to what the person says. Then they may say whatever else they wish.
 3. Facilitator insures that both positive and negative feedback are given. Be sure to go around the group so that everyone gives feedback. Allow them to respond to anyone in the group they wish. Be sure that the receivers of the communications respond empathically. If they start explaining or defending themselves, interrupt with "You feel" until she/he picks up the person's feelings and communicates it back to the person.
 4. The participants then form into triads and rotate the roles of communicator, receiver and cater. The communicator begins discussing any feelings she/he might have about himself or the receiver. The dialog should take approximately 5-10 minutes. The cater, as well as the receiver and communicator should rate any confrontation. The content should be noted as well as the major feeling for later review.

5. Facilitator should move from group to group shaping² behavior so that the confrontation are empathic.
6. After the groups have worked for awhile, depending on the amount of time you have, the facilitator should call the participants attention back to him/her with this short explanation.

"Many times we have trouble knowing what to do after confrontation. This activity may be charted this way:

- A. If confrontation is denied, return to empathy by saying something like, "By even suggesting that irritates you" or "thinking that you may be doing something like that threatens you."
- B. If the confrontation is accepted, positively reinforce, "It's good that you can deal with your discrepancies" or "It really pleases me to see that you can accept confrontation so readily." DO NOT PERSIST IN THE CONFRONTATION IN EITHER CASE.
- C. If the expression or response of the other person indicates confusion or ambivalence, then pick this up by saying, "You feel confused", or "You just not sure you can buy that -- it maybe true and then again . . ."
7. After each member of the triads have had an opportunity to engage in all three roles the facilitator leads a group discussion on the content of confrontation as well as the major feelings during the confrontation.
8. Each participant is then instructed to note any confrontation that occurs in their lives, whether they initiate it or its is initiated by another, during the next week and to note the content as well as their major feelings.
9. During the following session, 1 week later, the facilitator leads a group discussion on the findings from Step #8.

"What is Confrontation?"

Confrontation is feedback provided by another individual which focuses on a specific instance when one's behavior is different from what one says or vice-versa. Confrontative responses point up these discrepancies which exist either within the person or within the person's transactions in his environment. Confrontation should employ accurate empathy. In confrontation you frequently label what is outside the other person's cognitive awareness. Thus it may be highly threatening to the individual. Frequently confrontation becomes the means of enabling the other person to begin to see how she/he is really seen by others and to be able to feel accepted and able to change.

e.g. Discrepancy between what the person says that he believes and the way he acts.

"I hear you saying that it's all right for you to get angry, but not all right for others to do so."

By pointing out so clearly the discrepancy between the personal values and the social values of the person, she/he will tend to defend this stand or will at least examine the discrepancy and attempt to resolve it.

Confrontation is indicated when the person continually denies responsibility for his/her actions. "I hear you saying that you feel at times that you might be responsible for his behavior, but most of the time, I hear you blaming society or other people so that neither you or him take responsibility for his behavior."

Another form of confrontation might occur when the person blocks his/her experiences at the physical level and does not allow into his/her awareness what she/he is experiencing. For example, "I hear you say over and over that you're not depressed, that you feel fine, yet I see you sit there all slumped over, never looking at me -- just looking like you could cry -- your body says, 'depressed'". This forces the person to deal with the discrepancy which is being expressed physiologically, but which the person has not labeled correctly.

The following are illustrations of discrepancies and confrontations which might be helpful. The list is not meant to be all inclusive but rather to be representative. (see next page)

1. Expressed ambivalences. Over a period of time the person may have expressed feelings of love and hate for mother but really denies one of the feelings.

"Ambivalent feelings are hard to live with, you say that you love and hate your mother; yet you can't accept the hate feelings; you feel good girls don't hate."

2. Implied ambivalence. "I love my sister--I love my sister." at the same time hitting the palm of her hand with her fist.

"With your words you're saying, 'I love my sister, but your actions say, 'I hate' --it's hard for you to accept that you hate her."

3. Stated inconsistencies. "We are going to be together. I don't feel guilty, but I do feel the relationship should mean more to him than it appears to."

"You've been saying it's going to be all right--now you're saying, it's going to be all right if it leads somewhere, like marriage--these feelings seem to contradict one another."

4. Implied inconsistencies. "I can't see anything wrong with it. There's no law against drinking."

"Sounds as if you protest too loudly. You seem to be saying that you'd like to believe drinking is all right but you don't seem to be sure."

5. Defense mechanisms. There are many forms of defense mechanisms; for instance, projection, denial, rationalization, etc. Each one of these could be illustrated, but just to deal with one, projection, "I don't see why I can't smoke pot; everybody is doing it."

"You feel it's necessary to justify what you are doing; you find it necessary to hang your behavior on all of society; this helps you feel less guilty and responsible."

6. Discrepancies in self-perception. This must be handled very carefully or the helper may actually deny the feelings of the person.

"I've heard you say over and over again, 'I'm a good person. I feel I am so good. I'm sweet, I never do ugly things.' And yet I hear you express some very hostile feelings. You seem to reject the hostility so that you are saying, 'I can't be hostile and sweet; so I'm going to tell myself I'm sweet until I believe it.'"

7. Discrepancies between physiological experiences and labeling. "I don't feel depressed. I haven't lost anything, so how can I be depressed? There's nothing wrong with me that a little blood tonic wouldn't cure."

"You say you're not depressed; yet I look at you all slumped over and I see depression written all over you--could it be that you just aren't listening to what you're experiencing?"

Self Awareness

8. Discrepancies between personal values and social values. Yes, I drink, but I can handle it. I still think that alcohol should not be sold over the counter. Think of all the trouble our kids will get in."

"What I hear you saying is that what's good for you is not necessarily good for somebody else. Perhaps you are suggesting that we need one set of laws for you and another for everybody else."

9. Discrepancies between perceived goals and achievements. "I have finally decided that what I want to be is a minister and, in fact, I know that God is calling me."

"I wonder just how realistic that goal can be considering that you're almost 50 and all the education you have is a high school diploma with seven years of education ahead of you to reach your goal."

10. Discrepancies between a person's actual self-concept and his idealized self concept. This type of discrepancy frequently stems from some irrational assumption which the person holds onto without being aware that he is doing so. Ellis, (1962) has identified eleven such irrational ideas which the culture tends to indoctrinate people into believing. A couple of these are: (a) I must be loved and respected by virtually everyone in my community in order to feel worthwhile, and (b) I must be perfectly competent in everything I do in order to consider myself an adequate person. The cue which the helper should listen for in order to identify this type of discrepancy is the person's frequent use of words as "ought" and "should."

"You've been telling me how terrible you feel that Mary didn't speak to you at the meeting and how worried you are that she is mad at you. Yet you've indicated that you get along beautifully with the other 19 staff members at work. You say you ought to be able to get along with Mary no matter how negative her behavior is. You act as though you believe that you have to be loved by virtually everyone in order to feel worthwhile."

"You really feel disgusted with yourself for making a C in Calculus--even to the point of questioning whether you're capable of going on to college. You say you should have studied more and yet you did work harder on that course than any of your other courses even though it's not in your major field. It sounds to me like you're saying, "I ought to be perfect in everything I do or I'm no good at all."

Remember Confrontation is the act of making explicit, in any interpersonal encounter, what actually is. Confrontation must be preceded by respect and empathy in order for that which needs confronting to reveal itself and it must be followed by respect and empathy in order for the confronter to reduce his offensiveness sufficiently to assimilate the statement of what is. The need for confrontation implies that the confronter is distorting his/her experience in some manner. The confronter is presumed to be saying it like it really is. To assure that this is the case, the confronter needs to be operating at a high level of empathy because without this there is no assurance that the confronter is not acting out of his/her own confusion, insecurity or punitiveness.

"UNIQUE CHARACTERISTICS"

- Purpose:** For the individual to list his or her physical, intellectual and emotional characteristics that contribute to his or her uniqueness. 1.1 (P)
- Group Size:** Unlimited
- Time Required:**
- Materials Utilized:**
- (1) "Unique Characteristics" checklist
 - (2) Pencil or pens
 - (3) Chalkboard & chalk
- Physical Setting:** Sufficient desks or tables for participants to write at. Sufficient area for large group discussions.
- Implementation Steps:**
1. Facilitator points out to the group that individuals are composites of physical, intellectual and emotional characteristics. For example, physical characteristics include: eye color, weight, height, hair color; intellectual characteristics include: problem solving, self awareness; and emotional characteristics include such factors as happiness.
 2. Facilitator distributes "Unique Characteristics" checklist and instructs each participant to check those characteristics that apply to them. Participants are also instructed to add any characteristics to any column that they feel is appropriate for them.
 3. Participants are then instructed to formulate a statement which they are willing to share with the group that includes one factor from each column.
e.g. I feel that I have a slip waist (physical), that I am good at problem solving (intellectual) and that I can be genuinely warm toward people I care for (emotional).
 4. Facilitator should mark on the chalkboard the characteristics given by each participant in their appropriate column.

<u>Physical</u>	<u>Intellectual</u>	<u>Emotional</u>
Slip waist	Problem solving	Warmth
 5. Facilitator leads a group discussion pointing out the similarities and differences of each respondent while emphasizing the uniqueness of combinations for each individual.

"UNIQUE CHARACTERISTICS"

Physical	Intellectual	Emotional
Tall	Fast Thinker	Happy
Short	Slow Thinker	Sad
Fat	Judgement	Frustrated
Skinny	Linguist	Excited
Dark Hair	Stutterer	Scared
Light Hair	Manipulate	Secure
Dark Skin	Study	Boring
Light Skin	Reason	Mad
Broad Shoulders	Speculate	Unpredictable
Large Feet	Evaluate	Confused
Large Hands	Contemplation	Upset
Small Hands	Concentrate	Depressed

"GOALS FOR PERSONAL DEVELOPMENT"

- Purpose: For the individual to identify (four) ways to facilitate interpersonal relationships. 4.2(L)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Goals for Personal Development" worksheet
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for large group discussion.
- Implementation Steps:
1. Facilitator distributes "Goals for Personal Development" and instructs participants to fill out the worksheet according to the directions on it.
 2. Facilitator leads an open discussion encouraging participants to share how they feel the factors on the worksheet can be utilized to facilitate interpersonal relationships.
 3. Facilitator should arrange with participants to aid them in developing skills in the areas marked Need to do it more. Other participants might be encouraged to share skills with one another to facilitate this process.

Adapted from: A Resource Guide for Career Development in the Junior High, Minnesota Department of Education, 1972.

Name _____

Grade _____

GOALS FOR PERSONAL DEVELOPMENT

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.
3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

Communication SkillsDoing all
rightNeed to do
it moreNeed to do
it less

1. Amount of talking in group
2. Being brief and concise
3. Being forceful
4. Drawing others out
5. Listening alertly
6. Thinking before I talk
7. Keeping my remarks on the topic
8. _____

Observation Skills

1. Noting interest level of group
2. Sensing feelings of individuals
3. Noting who is being "left out"
4. Noting when group avoids a topic
5. _____

Self Awareness

6

3

Name _____ Grade _____

	Doing all right	Need to do it more	Need to do it less
<u>Problem-solving Skills</u>			
1. Stating problems or goals	_____	_____	_____
2. Asking for ideas, opinions	_____	_____	_____
3. Giving ideas	_____	_____	_____
4. Evaluating ideas critically	_____	_____	_____
5. Summarizing discussion	_____	_____	_____
6. Making issues clear	_____	_____	_____
7. _____	_____	_____	_____
<u>Morale-building Skills</u>			
1. Showing interest	_____	_____	_____
2. Working to keep people from being ignored	_____	_____	_____
3. Encouraging, helping people reach agreement	_____	_____	_____
4. Expressing praise or appreciation	_____	_____	_____
5. _____	_____	_____	_____
<u>Emotional Expressiveness</u>			
1. Telling others what I feel	_____	_____	_____
2. Hiding my emotions	_____	_____	_____
3. Disagreeing openly	_____	_____	_____
4. Expressing warm feelings	_____	_____	_____
5. Expressing gratitude	_____	_____	_____
6. Being assertive	_____	_____	_____
7. _____	_____	_____	_____

Self Awareness

6

Name _____ Grade _____

Ability to Know and Accept Emotional Decisions

Doing all
right

Need to do
it more

Need to do
it less

1. Being able to face conflict, anger
2. Being able to face disappointment
3. Being able to stand silence
4. _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Social Relationships

1. Competing to outdo others
2. Acting dominant toward others
3. Trusting others
4. Being helpful
5. Being protective
6. Calling attention to one's self
7. Being able to stand up for myself
8. _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

General

1. Understanding why I do what I do (insight)
2. Encouraging comments on my own behavior (feedback)
3. Accepting help willingly
4. Making my mind up firmly
5. Criticising myself
6. Waiting patiently
7. Going off by myself to read or think
8. _____
9. _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Purpose:** For the individual to identify (one) interpersonal relationship he or she would like to develop and describe the steps necessary to implement a plan to develop this relationship. 4.3(C)
- Group Size:** Unlimited dyads
- Time Required:**
- Materials Utilized:** None
- Physical Setting:** Sufficient area for dyads to interact without disturbing one another. Sufficient area for large group discussions.
- Implementation Steps:**
1. Facilitator leads an open discussion with the participants dealing with the subject of friendship. The following questions should be discussed:
 - A. What characteristics should a friend have?
e.g. Honesty, happy or fun to be with, etc., trust, respect, helpful, companionship.
 - B. What do you think and feel a friend can expect from you.
 2. Dyads are formed and the participants are instructed to role play meeting and getting to know the other person. The emphasis of the role playing should be on the reasons why he/she wants to be friends with the other person. Partners that might be included are:
 - A. I like your physical appearance because . . .
 - B. I like your behavior because . . .
 - C. I admire your personality because . . .
 - D. I'm lonely and . . .
 3. During the dyad interactions the facilitator should point out to the participants that they need to be aware of their own expectations of the other person in this new relationship and that they need to be willing to share feelings.
 4. When the participants feel comfortable with the role playing situation they are instructed to select (one) person that they would like to establish a relationship with and to arrange a time to meet this person. This meeting can be in person or by telephone. Participants are encouraged to use the skills developed in the role playing situation.

5. After the participants have accomplished their meeting, the group is brought together to share in an open discussion of their experiences.

NOTE: During Steps 2 & 3 the facilitator should circulate and provide aid to any participants experiencing difficulty.

Self Awareness
New Activity Sheet

8

1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Self Awareness
New Activity Sheet

9
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Listing of activities presented in this section:

CAREER AWARENESS AND EXPLORATION

(Career Awareness)

Elementary - Upper Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Jobs I Know	6.1(A)
2 ₁ - 2 ₂	Rewards of Working	6.3(D)
3 ₁ - 3 ₂	Job Differences	6.2(D)
4 ₁ - 4 ₂	Pie of Life	7.1(C), 7.1(E)
5 ₁ - 5 ₂	Following Rules	9.1(B)
6 ₁ - 6 ₂	Family Members	8.1(D)
7 ₁ - 7 ₂	Products and Sources	6.4(D)
8 ₁ - 8 ₂	Sources of Education	5.2(B)
9 ₁ - 9 ₂	Role and Function	8.2(A)
10 ₁ - 10 ₂	Goods and Services	6.2(B)
11 ₁	Guess Who I Am	6.3(A)
12 ₁ -		
13 ₁ -		

Middle School/Junior High - Middle Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₂ - 1 ₃	Job Changes	6.5(D)
2 ₂ - 2 ₃	Use of Time	7.1(E)
3 ₂ - 3 ₃	Geography and Activities	7.2(D)
4 ₂ - 4 ₃	Government Participation	9.2(C)
5 ₂ - 5 ₃	Laws	6.1(E)
6 ₂ - 6 ₃	Job Preparation	5.3(C)
7 ₂ -		
8 ₂ -		

Listing Continued on Next Page

Secondary/Post Secondary - Lower Set

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Expenses	6.4(K)
2 ₁ - 2 ₃	Leisure Activities	7.1(L)
3 ₁ - 3 ₃	Education and Training	5.1(E)
4 ₁ - 4 ₃	Job Information	6.6(J)
5 ₁ - 5 ₃	Values and Interests	6.3(ia)
6 ₁ - 6 ₃	Values and Work	6.1(L)
7 ₁ - 7 ₃	Things I'd Like To Do	7.1(S)
8 ₁ - 8 ₃	Respect	8.2(Z)
9 ₁ - 9 ₃		
10 ₁ - 10 ₃		

Purpose: For the individual to name the occupations held by his or her parents, close relatives and neighbors. 6.1 (A)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Jobs I Know" worksheet

Physical Setting: Sufficient area for group discussion.

Implementation Steps:

1. Facilitator distributes "Jobs I Know" worksheet and instructs each participant to complete it by asking those indicated on the sheet what their jobs are.
2. During a subsequent session the participant are to share their findings.
3. Facilitator leads a brief discussion on the many differences (if any exist) in jobs that are available to both men and women.
4. "Jobs I Know" worksheet may be displayed so that other group members can have the opportunity to more closely examine them.

Adapted from: Career Awareness, Owatonna Elementary Schools, St. Paul, Minnesota.

Career Awareness

JOBS I KNOW

Name: _____

1₂ ●



"REWARDS OF WORKING"

Purpose: For the individual to list (two) non-mometary benefits a person may receive from his work (e.g., prestige, responsibility, sense of accomplishment, authority)
6.3 (0)

Group Size: Individual or small group

Time Required:

Materials Utilized: (1) "Rewards of Working" worksheet
(2) Pencils or pens

Physical Setting: Sufficient desks or tables for the individual to write on. Small room to be used for discussion.

Implementation Steps:

1. Facilitator distributes the "Rewards of Working" worksheet to each participant.
2. Facilitator informs the group or individual that the worksheet contains twenty suggestions which various people feel are necessary to fulfill the personal needs of workers on a job. The individuals are instructed to read each of the statements and then to aks themselves, "How important are each of these to me." They are to rate each statement according to the following scale:

Very unimportant	-Rate 1
Neither important or unimportant	-Rate 2
Important	-Rate 3
Very important	-Rate 4
3. After completion of the worksheet the facilitator leads a discussion on the ratings each individual assigned to a particular statement. Some students will vary in opinion so the facilitator should encourage each participant to relate why they felt as they did about a particular statement.
4. Facilitator may choose to discuss or elaborate on other non-mometary rewards an individual might receive for working that are not included in the worksheet.

Adapted from: Career Awareness, Owatonna Elementary School, St. Paul, Minnesota.

REWARDS OF WORKING

Rate the following statements.

- 1 - Very unimportant
- 2 - Neither important or unimportant
- 3 - Important
- 4 - Very important

1. I could do something that makes use of my abilities. _____
 2. The job could give me a feeling of accomplishment. _____
 3. I could be busy all the time. _____
 4. The job could provide an opportunity for advancement. _____
 5. I could tell people what to do. _____
 6. The company must administer its policies fairly. _____
 7. My pay would compare well with that of other workers. _____
 8. My co-workers would be easy to make friends with. _____
 9. I could try out some of my own ideas. _____
 10. I could work alone on a job. _____
 11. I could do the work without feeling that it is morally wrong. _____
 12. I could get recognition for the work I do. _____
 13. I could make decisions on my own. _____
 14. The job would provide for steady employment. _____
 15. I could do things for other people. _____
 16. I could be "somebody" in the community. _____
 17. My boss would back up his men. _____
 18. My boss would train his men well. _____
 19. I could do something different every day. _____
 20. The job would have good working conditions. _____
- Etc.

"JOB DIFFERENCES"

- Purpose: For the individual to categorize a list of occupations according to the following characteristics; indoor work outdoor work, works with hands/works with tools/ works with pencil and paper/works with people. 6.2 (D)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Job Differences" worksheet
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for the participants to write at.
- Implementation Steps:
1. Facilitator distributes "Job Differences" worksheet and instructs the participants to check in the appropriate columns those listed characteristics that they feel each job contains.
 2. Facilitator leads a group discussion on their findings and makes any corrections that are necessary on the worksheets.
 3. Facilitator requests that participants develop their own list of occupations and Step #2 is repeated at a later session.

JOB DIFFERENCES

OCCUPATIONS	Indoor Work	Outdoor Work	Work with Hands	Work with Tools	Work with Pencil & Paper	Works with People
Plumber						
Electrician						
Janitor						
Teacher						
Store Manager						
Secretary						
Car Washer						
Engineer						
Car Salesman						
Doctor						
Computer Programmer						
Assembly-line worker						
Sales Clerk						
Lawyer						
Airplane Pilot						
Telephone Repairman						
Farmer						
Maid						
Lumberjack						
Author						
Beautician						
Bartender						

"PIE OF LIFE"

Purpose: For the individual to identify times in the day that are leisure times. 7.1 (C)
For the individual to list free time or leisure activities he or she enjoys and those he or she does not enjoy. 7.1 (B)

Group Size: Individual or group

Time Required:

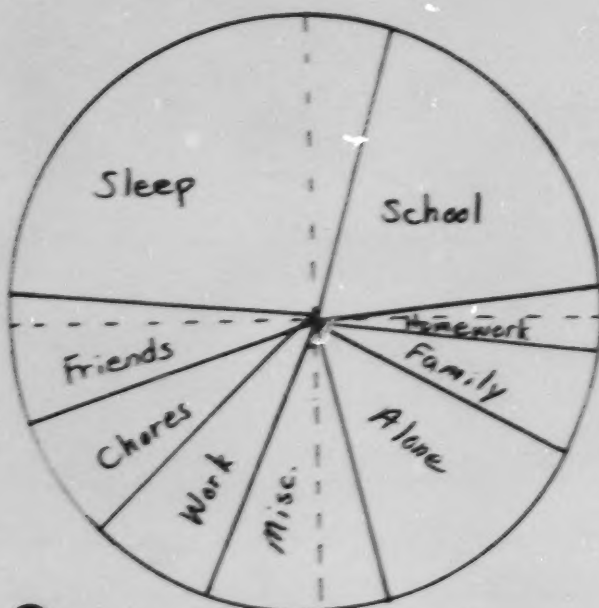
Materials Utilized: (1) Paper
(2) Pencil, crayon, or marker
(3) Black board & chalk
(4) Ditto copy of "Pie of Life"

Physical Setting: Sufficient desks or tables for each individual to work on. Small room for discussions.

Implementation Steps:

1. The facilitator draws a large circle on the board and says, "This circle is to represent a typical day for you". Divide your circle into four quarters using dotted lines. Each slice represents six hours. Now, everyone please estimate how many hours or parts of an hour you spend on each of the following areas, on a typical school day. Naturally, your answers will differ from one another. How many hours do you spend:

- A. Sleeping
- B. In School
- C. At work, at a job that earns you money
- D. With friends, socializing, playing sports, etc
- E. On homework
- F. Alone, playing, reading, watching TV
- G. On chores around the house
- H. With family, including meal times
- I. On other things -- (MISC)



Facilitator states "Your estimates will not be exact, but they should add up to 24, the number of hours in everyone's day. Draw slices in your pie to represent the part of the day you spend on each category. Your pie may look something like this:

3. Facilitator defines leisure time, "leisure time is that time during a day when you are not involved in time consuming work or duties such as sleeping, going to school, homework, and chores around the house. It is your free time, the time you can do such things as watch TV, play or be with your friends."
4. Facilitator instructs each student to write down all of the things (activities) that he or she enjoys doing during his or her leisure time. Student also make a separate list of those things (activities) that he or she does not like doing during his or her leisure time.
5. Facilitator leads a small group discussion where the students share with one another those things (activities) that they like or dislike to do during their leisure time.

Variations:

1. For Grade K and 1 Facilitator draws the pie and divides it after quartering into seven sections. Pictures are drawn of the following items in the seven sections.
 - A. Tricycle
 - B. TV
 - C. Bed
 - D. School Building
 - E. Meal Table
 - F. Bathtub, toothbrush, etc.
 - G. Toys
2. Ditto copies are made and distributed to each student.
3. Facilitator instructs students to color areas red that are work or required planned times and to color play or free time areas in blue.
4. Facilitator briefly discuss with the group the difference between leisure time and other time.

Adapted from Values Clarification -- Simon, Howe, and Kerschenbaum

"FOLLOWING RULES"

Purpose: For the individual to explain the purpose of following rules during a fire drill. 9.1 (B)

Group Size: Determined by Facilitator

Time Required:

Materials Utilized: (1) Chalkboard & Chalk
(2) Paper and pencil or pen

Physical Setting: Sufficient desks or tables for the group to write at. Room large enough for the discussion group.

Implementation Steps:

1. Facilitator leads a discussion considering the following questions:
 - A) When are rules needed?
 - B) Why are rules necessary at home and in the classroom?
 - C) Does making rules mean that the class will run more smoothly?
 - D) Are some rules more important than others?
 - E) Who enforces the rules at home and in the classroom?
2. Facilitator encourages the students to contribute ideas to form a list of rules they follow in school. Some rules might concern library behavior, bicycle safety, classroom behavior, fire drill techniques, etc. Rules to be written on chalkboard.
3. Facilitator leads a discussion on these rules and then informs the group that they are going to have the opportunity to write rules for classes. They will be able to choose one of the following classes and write 4 or 5 rules which the class would have to observe.
 - A. If you had a class of teachers, what rules would they have to follow?
 - B. If you had a class of barbers, what rules would they have to follow?

NOTE: Depending on your locale, occupations which are familiar to the group can be substituted, e.g., farmer, auto-assembler, etc.

4. Facilitator leads a short discussion on the rules they have formulated and why they selected those particular rules.

"FAMILY MEMBERS"

6
1

- Purpose: For the individual to list the persons and/or pets in his or her family. 8.1(D)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Family Members" worksheet
(2) Pens or pencils
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion. Bulletin board to post pictures.
- Implementation Steps: 1. Facilitator distributes "Family Members" worksheet and instructs participants to write in the names of those indicated on the sheet and their ages.
2. Facilitator leads a group discussion by first reading the names and ages on his/her own worksheet and then allows each participant to do so also. Facilitator should point out similarities and differences in families.
3. Facilitator then instructs each participant to draw a picture depicting each person and/or pet on his/her list. Pictures can be hung and participants encouraged to ask questions about individuals in other participants pictures.

Career Awareness

Name: _____

"FAMILY MEMBERS"

Name

Age

ME:
MOM:
DAD:
BROTHERS:

SISTERS:

PETS:

GRANDMOTHER:
GRANDFATHER:
GRANDMOTHER:
GRANDFATHER:

"PRODUCTS & SOURCES"

- Purpose: For the individual to identify products he or she consumes and where they come from. 6.4 (D)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Products & Sources" worksheet
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator gives a brief lecture on what consumable products are.
 2. Facilitator distributes "Products & Sources" worksheet and instructs participants to examine the examples given on the worksheet and then they should attempt to fill in the blanks for those items provided. Facilitator should clarify any questions that arise.
 3. Facilitator then instructs participants to take the worksheet home and to identify in his/her home consumable products, to write them on the sheet and with help attempt to determine their source.
 4. During a subsequent session the facilitator shares his/her own findings and then encourages each participant to share their results.
 5. Facilitator points out during a brief discussion the many consumable products available and the variety of sources.

The following is a list of consumable products that can be given to the participants or shared in the event that any of the items are overlooked by participants.

Career Awareness

Name: _____

PRODUCTS & SOURCES

Product	Where Was It Purchased	Where Was It Grown, Manufactured, Or Prepared
Coca Cola	Grocery Store	Bottling Factory
Cigarettes	Vending Machine	Tobacco Farm & Factory
Gasoline		
Candy		
Gum		
Hand Lotion		
Soap		
Vegetables		
Meat		
Cereal		
Milk		
Heat		
Electric		
Water		
Fruit		
Etc.		

Career Awareness

8
1

"SOURCES OF EDUCATION"

Purpose: For the individual to identify (two) sources of education and training he or she now utilizes. 5.2 (B)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Sources of Education" worksheet
(2) Pencils or pens

Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.

- Implementation Steps:
1. Facilitator distributes "Sources of Education" worksheet and instructs participants to check off those sources that they are engaged in and to then write what type of education they receive from that source.
 2. Facilitator then asks the group to share any other sources they can think of where they might receive education.
 3. Facilitator then leads a group discussion on the many sources allowing the participants to contribute by sharing the type of education they receive from the many sources. Facilitator may choose to point out the similarities and differences in the sources of education. For those participants interested in various sources that they are not involved in the facilitator may provide information so that they can become involved.

8

2

Career Awareness

Name: _____

Source of Education

Source	I'm A Participant	I'm Not A Participant	I'm Interested In It	Type Of Education Received
School				
Boy Scouts				
Girl Scouts				
Cub Scouts				
Brownies				
Blue Birds				
Camp Fire Girls				
4-H				
Big Brother				
Church or Synagogue				
Judo Lesson				
Dance Lesson				
Music Lesson				
Painting Lesson				
Swim Lesson				
Etc.				

"ROLE & FUNCTION"

- Purpose: For the individual to compare and contrast the roles of the following: himself or herself, mother, father grandparents. 8.2 (A)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) Chalkboard & Chalk
(2) "Roles & Function" worksheet
(3) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator begins by writing the definition of Role on the chalkboard. (American College Dictionary - Role - the part or character which an actor presents in a play). It is suggested that facilitator utilize the definition from an elementary dictionary.
 2. Facilitator then writes on the chalkboard the terms: Role & Function and explains the difference between them: Role is usually used to indicate what one is expected to do; for example, father is expected to earn money to pay the bills. Function describes how one carries out his/her role and achieves his/her outcomes, for example, father works each day at the office to earn money.
 3. Facilitator distributes "Roles & Functions" worksheet and instructs participants to examine the Roles that are written on it and then to write down how each person carries out his/her roles.
 4. Facilitator then asks the participants to name other roles for each person indicated on the worksheet. Facilitator posts these roles on the chalkboard and instructs participants to select from those listed. Each participant then writes in how the person carries out this role.
 5. Facilitator leads a group discussion with each participant contributing how he/she sees the various roles being different and how they are alike.

Career Awareness

Name: _____

ROLE & FUNCTION

	<u>ROLE</u>	<u>FUNCTION</u>
Self	Learner Worker	Goes to School Collects and burns garbage
Mother	Cook Money-earner	Prepares Meals for Family Takes care of neighbor kids
Father	Money-earner Sportsman	Goes to Work Plays softball
Grandmother	Seamstress Cook	Sews Fabric Makes bread and jam
Grandfather	Sportsman	Goes Fishing

"GOODS & SERVICES"

- Purpose: For the individual to categorize a list of workers into (two) groups: a) those who produce goods and b) those who produce services. 6.2(B)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Goods & Services" worksheet
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator begins by explaining to the participants the following two facts -
 - A. Producers of Goods - are individuals that make things such as cars and food that we are able to purchase. These goods are most often things that we can see or touch or both.
 - B. Providers of Services - are individuals that do things for us such as teachers and policemen. These services are things that we frequently use in our lives, but they generally do not have a shape or form nor are we able to touch them.
 2. Facilitator distributes the "Goods and Services" worksheet and instructs the participants to check next to the item listed whether the item or person listed is a provider of goods or services.
 3. After the participants have completed the worksheet the facilitator provides the correct answers and then asks the group to generate additional items.
 4. Facilitator then leads a group discussion pointing out the similarities and differences of those providing goods or services.

Name _____ Grade _____ Date _____

GOODS & SERVICES

	<u>Producer of Goods</u>	<u>Producer of Services</u>
Teacher		
Farmer		
Policeman		
Ford Motor Company		
Nurse		
Babysitter		
Candy Store		
K-Mart Store		
Doctor		
Safety Patrol		
Montgomery Wards		
Great Scott Food Store		
Etc.		

- Purpose: For the individual to describe the activities and duties of (ten) highly visible occupations. 6.3(A)
- Group Size: Unlimited (Minimum of 6-8)
- Time Required:
- Materials Utilized: (1) Pictures
(2) Chalkboard and chalk
- Physical Setting: Sufficient area for group interaction and discussion.
- Implementation Steps:
1. Facilitator splits the group into two teams composed of as many participants as he/she deems appropriate.
 2. Participants are provided pictures (cut from magazines) or from any source that depicts individuals at work. Some highly visible occupations such as; nurse, doctor, teacher, pilot, truck driver, cook, barber, policeman, fireman, painter, carpenter, and farmer, should be utilized; and some occupations not so highly visible should be utilized - such as photographer, astronaut, engineer, draftsman, etc.
 3. Participants are then instructed that each team or a single member of the team is to non-verbally role play one of the occupations provided in the pictures.
 4. The opposing team is afforded (three) opportunities to guess the professions and if correct they score one (1) point. Facilitator to keep score on the chalkboard.
 5. Teams alternate until the pictures are exhausted by one team. The team with the most points wins.
 6. Facilitator then leads an open discussion emphasizing the professions learned, how it felt to portray a given profession and how they feel about those professions.

Career Awareness
Sew Activity Sheet

12₁

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Career Awareness
New Activity Sheet

13
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"JOB CHANGES"

1
1

Purpose: For the individual to interview (three) workers to determine the number of jobs which have been held by each and the reasons for the job change. 6.5 (L)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) Job Change Questionnaire
(2) Pencil or pens
(3) Chalkboard & Chalk

Physical Setting: Sufficient space for group discussion.

Implementation Steps:

1. Facilitator briefly discussed with the group that individuals may learn a job for a variety of reasons. Factors to be included are: (1) need for higher pay or benefits, (2) working conditions (3) insufficient education, (4) contract expires.
2. Facilitator distributes job change questionnaire and requests that each participant interview three or more individuals in order to answer the questions on the questionnaire.
3. Approximately one week after distribution of the questionnaire the participants are brought together and the facilitator leads a group discussion on the findings.
4. During the discussion the facilitator should tally all of the reasons for leaving jobs and insure that each participant obtains a copy of the results.

NOTE: Each participant should be instructed to ask each interviewer about all jobs they have had. For example, the person may have worked for one company or have been in the military service for a number of years and during those years they may have had a number of jobs with that same company.

JOB CHANGE QUESTIONNAIRE

NAME: _____ SEX: M F AGE: _____

LIST ANY AND ALL JOBS THAT THIS INDIVIDUAL HAS HAD INCLUDING MILITARY SERVICE.

JOBS

HOW LONG IN
THIS POSITION

REASON FOR LEAVING

1

For the individual to compare the amounts of leisure time available to a brother, sister, a friend, a parent, and a grandparent. 7.1 (H)

Unlimited

Materials Utilized: (1) "Use of Time" worksheet
(2) Pencils or Pens

Physical Setting: Sufficient area for group discussion.

1. Facilitator distributes the "Use of Time" worksheet to each participant and instructs them to interview; (a) their brother, (b) their sister, (c) a friend (d) one of their parents, and (e) one of their grandparents to obtain the answer to the following questions;
 - A) How many hours per day do you spend sleeping, this includes night times and naps.
 - B) How many hours per day do you spend working at a job for which you receive pay? or How many hours per day do you spend in a classroom learning?
 - C) How many hours per day do you spend doing chores around the house? NOTE: If mother is interviewed, how many hours of her day are spent on housework?
 - D) How many hours per day are available for you to engage in leisure activities such as watching TV, being with friends, taking part in sports, bike riding, fun reading, listening to records or radio, taking a walk, or talking on telephone.
2. Participants are to plot the results they obtain on the "Use of Time" worksheet in the form of a bar graph. For example, in response to question #1 if the responses were: Brother 7, Sister 8, Friend 10, Parent 6, and Grandparent 11, the first section of the "Use of Time" worksheet would appear as follows:

[illegible]

3. During a subsequent session the facilitator leads a group discussion on their findings for all activities but emphasis is placed on the variability of the time available for leisure activity.

USE OF TIME

Name: _____

ACTIVITY

HOURS IN THE ACTIVITY

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

SLEEP

Brother
Sister
Friend
Parent
Grandparent

WORK OR SCHOOL

Brother
Sister
Friend
Parent
Grandparent

CHORES AROUND THE HOUSE

Brother
Sister
Friend
Parent
Grandparent

LEISURE ACTIVITIES

Brother
Sister
Friend
Parent
Grandparent

"GEOGRAPHY & ACTIVITIES"

Purpose: For the individual to identify (two) kinds of leisure activities not affected by geography. 7.2 (I)

Group Size: Unlimited

Materials Utilized: (1) "Geography" mini-lecture
(2) "Geography & Activities" checklist
(3) Pencils or pens
(4) Chalkboard & Chalk

Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.

- Implementation Steps:
1. Facilitator points out that there are many types of leisure activities, for example, watching television, going bowling, swimming and skiing. As is noticeable in the above activities some leisure activities are enjoyed in-doors and others out-doors.
 2. Facilitator defines geography and some of the effects geography might have on leisure activities. (Give mini-lecture on geography)
 3. Facilitator distributes "Geography & Activities" checklist and instructs participants to examine each item and to write adjacent to it the answer to the following questions:
A) Does geography effect this activity?
B) How does geography effect this activity?
 4. Facilitator leads a group discussion on the groups findings encouraging each member to contribute his/her answers to the questions.
 5. Facilitator then asks group to name additional leisure activities which he/she marks on the chalkboard.
 6. Each participant then writes the activities on his/her worksheet and again answers the questions in Step #3.
 7. Step #4 is repeated.

Career Awareness

Name: _____

3
2 ●

GEOGRAPHY & ACTIVITIES

Answer the following questions in regard to each activity

- A. Does geography effect this activity?
- B. How does geography effect this activity?

Activity

Water Skiing

Snow Skiing

Bowling

Surfing

Swimming

Ice Skating

Roller Skating

Hockey

Tennis

Bike Riding

Dune Buggy Riding

Sledding

Camping

Sailing

Basketball

Ping-Pong

GEOGRAPHY

Geography is the field of knowledge that studies the earth as man's home. Geographers are interested in where people, plants and animals live, and where rivers, lakes, mountains, cities, and other natural and man-made geographic features are found. They study why these features are there, and how they are interrelated. The word geography comes from the Greek word *geographia*, which means earth description.

The study of geography includes four main lines of inquiry. These are (1) the location of features, places and people, (2) what various parts of the world are like and how they differ from each other; (3) how the various geographic features came to be where they are; and (4) the space relations of different features and areas to one another.

The study of the earth itself is called physical geography. The study of living things, their activities, and how they affect the physical earth is biogeography. Some physical geographers give most of their attention to the study of land forms, such as mountains and plains. Others study oceans, climate, or weather. One branch of physical geography deals with locating exact positions on the globe. Each of these branches is almost a separate science in itself and has a name of its own.

In our activity today we want to be aware of land forms and climates so that we can determine if geography can influence leisure activities.

Adapted from: The World Book Encyclopedia, Chicago: Field Educational Corporation, 1967.

"GOVERNMENT PARTICIPATION"

Purpose: For the individual to describe (two) ways he or she may participate in government. 9.2(G)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Government Participation" worksheet
(2) Pencils or pens

Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.

Implementation Steps: 1. Facilitator distributes "Government Participation" worksheet and instructs participants to examine the activities listed and to check those items that they can participate in.

2. Facilitator requests from the participants any other activities they feel they can participate in which are indications of government participation.

3. Facilitator leads a discussion emphasizing the importance of becoming involved in government.

4. Facilitator also leads a discussion regarding the items on the checklist that they cannot participate in at this time, but will be able to participate in when they are older.

Career Awareness

Name: _____

GOVERNMENT PARTICIPATION

YES

NO

Attending a Council Meeting

Voting in Political Election

Help a Political Candidate (mail letters etc.)

Run for Mayor of your Town

Raise Money for a New Town Swimming Pool

Become a Senator or Congressman

Help State Officials at Time of Crisis
in Town (e.g. floods.)

March or Demonstrate for or Against Cause.

Etc.

"LAWS"

- Purpose: For the individual to tell how rules and laws protect he or she and others. 9.1 (H)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Laws worksheet"
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps: 1. Facilitator distributes "Laws" worksheet and instructs participants to write in laws in addition to the example given that protect the individual listed.
2. Facilitator requests that group members share aloud the laws they have written for each heading (e.g., me, storekeeper, parents, etc.)
3. Facilitator leads a group discussion on the participants findings and emphasizes the importance of knowing and following laws.

Career Awareness

Name: _____

LAWS

Protection For

Law

Me

Children cannot be forced to work

Parents

Cannot drive without driver's license

Restaurant

Health Codes

Banker

A felony for robbing a bank.

Truck Driver

Cannot drive over a certain speed limit.

"JOB PREPARATION"

6
1

- Purpose: For the individual to list (five) professions and/or occupations which usually require at least four years of college preparation. 5.3(G)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Job Preparation" worksheet
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator informs the participants that the purpose of this activity is to identify occupations or professions which usually require at least four years of college preparation.
 2. Facilitator distributes "Job Preparation" worksheet and instructs participants to complete the worksheet according to the directions on it.*
 3. After completion of the worksheet the facilitator correctly points out those occupations or professions that usually require at least four years of college preparation and some of the reasons why.
 4. Facilitator encourages group discussions on these findings and encourages discussion on the other professions and occupations and the level or type of training required.

*NOTE: Facilitator should have available several sources of occupational and educational information and encourage their use.

Career Awareness

"JOB PREPARATION"

6² ●

Name _____	Grade _____	Date _____			
	<u>4 or More Years of College</u>	<u>2 Years of College</u>	<u>Appren- ticeship</u>	<u>Vocational Training</u>	<u>High School</u>
Teacher					
Mechanic					
Lawyer					
Farmer					
Doctor					
Carpenter					
Waitress					
Pilot					
Truck Driver					
Clerk					
Typist					
Counselor					
Policeman					
Dentist					
Electrician					
Plumber					
Engineer					
Bookkeeper					
Clergy					
City Planner					
Principal					
Forest Ranger					
Fireman					
Actor/Actress					

DIRECTIONS: NEXT TO EACH OCCUPATION OR PROFESSION, CHECK THE AMOUNT OR TYPE OF TRAINING YOU FEEL IS NECESSARY TO OBTAIN THIS POSITION.

Career Awareness
New Activity Sheet

7₁

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Career Awareness
New Activity Sheet

8
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"EXPENSES"

Secondary

Purpose: For the individual to compare and contrast the average expenses of: (a) a single person, (b) a married couple, and (c) a couple with two children. 6.4 (X)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Expenses" worksheet
(2) Pencils or pens

Physical Setting: Sufficient area for group discussion.

Implementation Steps:

1. Facilitator distributes "Expenses" worksheet and instructs the participants to interview (a) a single person, (b) a married couple, and (c) a couple with two children. (Males should be encouraged to interview single males and females interview single females). It should be emphasized to the participants that frequently people might be reluctant to discuss financial matters and that this should not discourage them but for them to simply try to find another person. Facilitator should also point out that some respondents may not know exactly what their expenses are so the interviewer should emphasize that they are only interested in what the respondent feels are average expenses. Participants should obtain monthly figures rather than yearly if at all possible.
2. At a subsequent session the facilitator leads a group discussion on their findings. Average expenses should be compared and contrasted.

Career Awareness

NAME: _____

	<u>EXPENSES</u>		
	Single Person	Married Couple	Couple with two Children
HOUSING			
Rent or Mortgage Payment			
Taxes			
Insurance			
Heating			
Water			
Electrical			
Telephone			
TRAVEL			
Auto-Payment			
-Insurance			
-Gas & Oil			
-Maintenance			
-License Plates			
PERSONAL			
Life Insurance			
Medical Insurance			
Medical			
Dental			
Prescriptions			
Food			
Household Supplies			
Clothing, Laundry & Cleaning			
Professional Dues			
Church Contributions			
Child Care			
EDUCATIONAL COSTS			
LEISURE ACTIVITIES			
Sports			
Shows			
Dinners			
Bars			
Vacations			
FURNISHINGS			
MISCELLANEOUS			
Birthday, Anniversary,			
Christmas			
Gift Giving			

ETC.

"LEISURE ACTIVITY"

2
1

- Purpose: Given a list of specific leisure activities, the individual can rank them according to their costs, in terms of time required, money required and facilities required. 7.1 (L)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) Leisure Activity Ranking Sheet
(2) Pens or Pencils
(3) Chalkboard & Chalk
- Physical Setting: Sufficient desks or tables for participants to write at. Area sufficient to accommodate group discussion.
- Implementation Steps: 1. Facilitator distributes the leisure activities ranking sheet and instructs each participant to examine each activity carefully. Remind each participant to consider all factors involved in a specific activity. 3.g., If they go bowling, are they alone or do they take a date, this would effect time and money. Transportation to and from any activity would also effect time and money and would require some for transportation, e.g., use of a car gasoline.
2. Each member of the group is then allowed sufficient time to complete the rankings.
3. Facilitator leads a group discussion on the results of each individuals rankings.
- NOTE: While participants are completing ranking, facilitator should place each item on the chalkboard so that a tally can be constructed of the participants results.

Career Awareness Name: _____

LEISURE ACTIVITIES

2
2

Rank Order The Following Three
Times According To Their Costs
In Money, Time, And Facilities.

1. Bowling
2. Skating
3. Movies
4. Pinball
5. Concerts
6. Pizza Party
7. Dance or Prom
8. Swimming
9. Ride in Car
10. Train or Bus Ride
11. Bike riding
12. Horse Back Riding
13. Hockey
14. Baseball
15. Football
16. Basketball
17. Golf

MONEY

TIME

FACILITIES

Career Awareness

	Money	Time	Facilities
18. Handball			
19. Tennis			
20. Ping-Pong			
21. Football			
22. Card playing			
23. Eating Out Restaurant			
24. Shopping			
Etc.			

"EDUCATION & TRAINING"

- Purpose For the individual to compare and contrast the kind of education and/or training people might seek and receive at ages 10, 20, 35, 50, and 65. 5.1 (E)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Education & Training" worksheet
(2) Pencils or pens
(3) Chalkboard & chalk
- Physical Setting: Sufficient area for group discussion.
- Implementation Steps: 1. Facilitator leads a discussion pointing out the varieties of education and/or training that an individual might seek. Facilitator should briefly describe or ask the group to describe what one can learn in the following settings:
1. Elementary School
 2. On-the-job Training
 3. Junior High School
 4. Vocational Training School
 5. High School
 6. Junior College
 7. Apprenticeship Training
 8. 4 year University or College
 9. Correspondence Courses
 10. Graduate School
 11. Military Service (Army, Air Force, etc.)
 12. Military School
 13. Peace Core
 14. VISTA
2. Facilitator distributes "Education & Training" worksheet and instructs participants to obtain the information requested on the worksheet from 2 individuals at each age level.
3. Facilitator leads a group discussion of the participants findings and records the following information on the chalkboard. (Note: Participants or a secretary should record this data so that all participants might have a copy.)

<u>Present Job</u>	<u>Number of Years of Education/ Training Required for Job</u>	<u>Type of Education/ Training</u>
--------------------	--	--

Career Awareness Name: _____

EDUCATION & TRAINING

3²

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____ Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

Name: _____, Age: _____
Type of Education/Training you are in or have received: _____
Type of Education/Training you plan to pursue: _____
What is your present job: _____
What Education or Training was required for you to obtain your present job: _____

"JOB INFORMATION"

4

1

- Purpose: For the individual to gather information about the duties, work conditions, worker characteristics, rewards, employment outlook, preparation requirements, etc., for at least five (5) occupations consistent with his or her occupational goals. 6.6 (D)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Job Information" worksheet
(2) Pencils or pens
(3) Dictionary of Occupational Titles
- Physical Setting: Sufficient desks or tables for participants to write at. Area for group discussion.
- Implementation Steps: 1. Facilitator distributes "Job Information" worksheet and instructs the participant to fill in all questions on the worksheet for 5 occupations consistent with his/her occupational goal. The Dictionary of Occupational Titles should be utilized as the primary source. Other suggested means of obtaining the information would be interviews.
2. Facilitator leads a small group discussion encouraging each participant to share some of their findings with other group members.

JOB INFORMATION

- I. Occupation or Job
 - A. Job description
 - B. Job duties (some of the things you do on this job)
 - C. Working conditions
 - D. Why you might want it
- II. What does it offer
 - A. Chances of future employment
 - B. Salary ranges; Benefits
 - C. Rewards - other than money
 - D. Penalties
 - E. Further learning on the job
 - F. Hours of work, vacations
- III. What is needed to get the job
 - A. Preparation requirement (education and/or training)
 - B. Physical demands
 - C. Worker requirements
- IV. What are the clues for relating applicants and Requirements
- V. Interests
 - A. What steps do you have to take now so you might get this job in the future?
 - B. What are you already doing to help yourself
 - C. School subjects needed for this job

"VALUES & INTERESTS"

- Purpose: Given an occupation the individual is interested in, he or she will identify interests and values of individuals in that occupation. 6.3 (AA)
- Group Size:
- Time Required: 2-3 one hour sessions
- Materials Utilized: (1) Strong Vocational Interest Blank
(2) Pencils or pens
(3) Values & Interests worksheet.
- Physical Setting: Sufficient desks or tables for participants to write at. Area for group discussions.
- Implementation Steps:
1. Facilitator discusses the meaning of values and interests. (For Values discussion see SA - S/PS - #1 - p.2, "Influences In Life". Interests - a feeling of curiosity, fascination or absorption. (Facilitator should elaborate on interests if he/she feels that it is necessary).
 2. Facilitator administers the Strong-Vocational Interest Blank and interprets the results to each participant. A group discussion of Interests should be conducted after interpretations are completed.
 3. Facilitator distributes "Values & Interests" worksheet and then gives the following instructions to the group.
 - A. Each participant should select an occupation that they are interested in.
 - B. Identify and locate (three) males and (three) females in that occupation.
 - C. Interview the 6 individuals and attempt to determine some of their interests and values.
 - D. Compare your interests and values with those of the individuals interviewed.
 4. Facilitator leads a group discussion of each individuals findings.
- Note. It is suggested that each group develop their own questions to identify values and interests of those to be interviewed. Individual items from the Strong might be used to develop

Interests questions. Values related questions can be developed from values participants have identified in completing exercise in the Self Awareness section of this book, (Self Awareness, Middle School/Junior High, #2, titled, Values Voting.

VALUES & INTERESTS

Name: _____ Age: _____ Occupation: _____

Employed by: _____

Years of Education/Training for Occupation: _____

Years on Job: _____

Things I Value:

My Interests Are:

Purpose:

For the individual to identify (three) aspects of his or her life that are important and which he or she would like to maintain in a work setting. 6.1(L)

Group Size:

Unlimited

Time Required:

Materials Utilized:

- (1) "Success Analysis" worksheet
- (2) "Value & Work" worksheet
- (3) Pencils or pens

Physical Setting:

Sufficient desks or tables for participants to write at. Sufficient area for group discussion.

Implementation Steps:

1. Participants must have completed "Success Analysis", DM - S/PS - #2 (10.1 G), prior to this activity.
2. Facilitator distributes the "Values and Work" worksheet and instructs the participants to fill it out according to the directions.
3. Participants are then to compare the values they have identified in the "Success Analysis" with the values they find important in a job.
4. Facilitator leads a group discussion having the participants explain their reasons for wanting to or wanting not to maintain certain values in a work setting.

Career Awareness

Name _____
Grade _____
Date _____

VALUE INVENTORY

Here are some values. List others and think how important each one is to you. Rank the following: U - Unimportant, I - Important, V - Very Important.

I hope that my job will

- _____ Permit me to be creative and original.
- _____ Let me use my special abilities and talents.
- _____ Permit me to be helpful to others.
- _____ Allow me to work with people rather than things.
- _____ Let me work with things rather than people.
- _____ Give me status and prestige.
- _____ Provide a chance to earn a good deal of money.
- _____ Give me a stable secure future.
- _____ Let me have my own Moral Values.
- _____ Allow me to build Independence for the future.
- _____ Allow me to be a supervisor.
- _____ Allow me to advance and/or be promoted.
- _____ Etc.

"THINGS I'D LIKE TO DO"

Purpose:

For the individual to compare and contrast the leisure activities a person does and those he or she would like to do and discuss why a discrepancy might exist.
7.4(N)

Group Size:

Unlimited

Time Required:

Materials Utilized:

- (1) "Things I'd Like to Do" worksheet
- (2) Pencils or pens

Implementation Steps:

1. Facilitator distributes "Things I'd Like to Do" worksheet and instructs the participants to answer the questions according to the directions given.
2. Facilitator leads an open discussion encouraging participants to share leisure activities that they do and would like to do and their reasons for being able to do or not do them.
3. Individuals who have special skills or abilities should be encouraged to share them with other participants so that they might learn how to develop certain leisure time skills.
4. Facilitator will encourage participants to initiate a new leisure skill and report back to group for more discussions at later date.
5. Facilitator leads discussion later asking: How did you like new activity? Is it something you want to continue to do? If not, are you glad you tried it?

Career Awareness

Name _____ Grade _____

7
2●

I. List 10 leisure time activities that you do frequently.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

II. List as many leisure time activities as you can that you can that you would like to do but for some reason are unable to do.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

III. Examine the leisure activities that you do and those that you would like to do and write down the reasons why you are able to do some things (leisure activities) and not others.

"RESPECT"

- Purpose: For the individual to explain why it is important to respect all people as individuals, regardless of their race, sex, religion, etc. 9.2(I)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: None
- Physical Setting: Sufficient area for both large and small group discussions.
- Implementation Steps:
1. Facilitator begins by leading the discussion of human expectations that all people have in regards to other people. The following questions should be utilized to focus the discussion:
 - A. Do I want respect from others for myself?
 - B. Do I want honesty from others?
 - C. Do I feel others should judge me, or should I have freedom to choose my own lifestyle?
 - D. Do I want people to see my strong points and try to overlook some of my weaknesses?
 - E. Assumption: All people should have an equal chance in life for success. What are my chances for success?
For Example:
 - a. My own chances are stronger than others.
 - b. All races should harmonize, thus avoiding such factors as discrimination and poverty for minorities.
 - c. Men and women should be more able to choose their own careers.
 2. Facilitator forms small groups and requests that participants discuss individual feelings of acceptance or non-acceptance in his/her life and how he/she might change the situation.
 3. Facilitator brings the small groups together and leads a discussion focusing on:
 - A. "How might we improve respect among our group members?"
 - B. How might we improve respect toward all individuals both within and outside of our own community.

New Activity Sheet

9

1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

New Activity Sheet

10

1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Listing of activities presented in this section:

CAREER DECISION MAKING

(Decision Making)

Elementary = Upper Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₃	Alternatives	11.1(A)
2 ₁ - 2 ₂	Favorites	11.2(B)
3 ₁ - 3 ₃	Decision Making	11.3(C)
4 ₁ - 4 ₂	Learning Leisure Skills	12.1(A), 12.1(B)
5 ₁ - 5 ₂	Things I've Learned	12.2(B)
6 ₁ - 6 ₃	Steps to Learning Skills	11.4(B)
7 ₁	Enjoyable Experiences	12.2(A)
8 ₁ - 8 ₃	Occupational Aspirations	12.2(C)
9 ₁ -		
10 ₁ -		

Middle School/Junior High = Middle Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁	Decisions	10.1(D)
2 ₁ - 2 ₃	Rank Order	10.2(E)
3 ₁ - 3 ₂	Likes and Dislikes	12.2(K)
4 ₁ - 4 ₂	Road of Life	10.1(F)
5 ₁ -		
6 ₁ -		

Secondary/Post-Secondary = Lower Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₃	Planning Your Life	10.2(H)
2 ₁ - 2 ₄	Success Analysis	10.1(G)
3 ₁ - 3 ₃	Physical Characteristics	11.1(H)
4 ₁ - 4 ₄	More About Me	11.2(H)
5 ₁ - 5 ₂	Future Decisions	10.1(I)
6 ₁ -		
7 ₁ -		

- Purpose: Given a specific task (at home or at school) the individual can list (three) possible ways to accomplish the task. 11.1 (A)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Alternatives Chart"
(2) Pencil or pens
- Physical Setting: Sufficient area for both large and small group interaction. Sufficient desks or tables for participants to write on.
- Implementation Steps:
1. Facilitator begins the session by discussing with the group that there may be a number of alternative ways to accomplish the same task.
 2. Facilitator presents the participants with a values issue or life problem - that may touch their lives. The following are suggested topics:
 - A. Ways to save time.
 - B. Things to do on a weekend in town.
 - C. Ways to celebrate spring (autumn, winter, summer)
 - D. Creative ways to give presents.
 - E. Ways to earn (save) money.
 - F. Where to go with a friend.
 3. The facilitator encourages each participant to provide as many alternatives to the problem as they can think of in the time allotted - generally from three to five minutes depending upon how long it takes for the participants to run out of ideas.
 4. Participants are then formed into groups of three or four. Acting as a team, they are to develop a list of alternatives solutions by combining their individual lists, and by adding any solutions generated in the group setting.
 5. When the group exhausts all the alternatives they can think of within the time allotted - about ten minutes - they are to choose the three alternatives they like best and rank order these.

Decision Making

6. Facilitator then leads a discussion of the entire group on these results.

NOTE: The facilitator may reproduce the "Alternatives Chart" and encourage the participants to check the appropriate columns. This may encourage participants to consider each alternative more carefully.

7. Each participant is provided with a copy of the "Alternatives Chart" and instructed to list specific tasks from either at home or school and to list the possible alternatives.
8. If desired, group discussion of Step #7 can be accomplished at a later date.

Adapted from: Simon, Howe, and Kirshenbaum, Value Clarification: A Handbook of Practical Strategies for Teachers and Students.

Decision Making

Name: _____

"Alternatives Chart"

Problem: _____

Alternative	I'll Try It	I'll Consider It	I Won't Try It
1.			
2.			
3.			
4.			
5.			
6.			

Problem: _____

Alternative	I'll Try It	I'll Consider It	I Won't Try It
1.			
2.			
3.			
4.			
5.			
6.			

"FAVORITES"

2₁

Purpose: Given (three) items the individual would like to buy, he or she will determine which one they want most and give their reasons why. 11.2 (B)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Favorites Worksheet"
(2) Pens or pencils

Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for large group discussion.

Implementation Steps:

1. Facilitator will distribute "Favorites Worksheet" and ask that each participant rate the items in each category on a scale from 1 to 3
 - 1 - I don't like it
 - 2 - I think it's okay
 - 3 - I think it's very good, I like it
2. After the ratings are completed the facilitator instructs each participant to select one item from each group and to write next to it the reason that they selected this item as their favorite.
3. Facilitator leads a group discussion on the participants selections by asking each of them to state the item selected and their reason for doing so.
4. Facilitator should take note of similarities and differences in selection (e.g. boys selected this item most or girls selected that item most) and he/she should point out the many varying reasons for making a particular selection.

NOTE: The FAVORITES WORKSHEET is only a sample. Facilitator should consider making his/her own using current songs, television programs, etc.

Decision Making

Name: _____

Favorites Worksheet

2.
2

Rate each item: 1 - I don't like it
2 - I think it's okay
3 - I think it's very good, I like it

Television Programs

Reason for Selection as Favorite

____ Little House on the Prairie

____ Planet of the Apes

____ Waltons

Sports

____ Baseball

____ Football

____ Swimming

____ Basketball

Food

____ Candy

____ Pizza

____ Ice Cream

T.V. Stars

____ Michael Landon

____ Roddy McDowell

____ Melissa Gilbert

Items to Buy

____ My own Pet

____ 3 Speed Bike

____ Records

____ My own T.V.

____ My own Radio

"DECISION MAKING"

Purpose: For the individual to learn a decision-making model. 11.3 (C)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Decision-Making" Mini-lecture
(2) Chalkboard & chalk
(3) Paper and pen or pencil

Physical Setting: Sufficient desks or tables for participant to write at.
Sufficient area for group discussion.

Implementation Steps:

1. Facilitator begins by giving the group one of the decisions faced in the mini-lecture.
Step 1. Defining the Problem: "How to spend his free period". is the decision that needs to be made. Group participants are asked to define what this means e.g. This means that the person has a period of time in his day that he does not know what to do with.
2. After the problem is defined the facilitator asks the participants to give as many alternatives to the problem as they can think of (This is Step #2 Identify Alternatives) e.g. Study, go to library, cut out of school. Facilitator is to list all alternatives on the chalkboard.
3. Facilitator then asks the participants to identify as many consequences for each of the alternatives that they can, for example:
Alternative #1 Study
Consequences - Better test grades
- Free time after school
4. Facilitator then instructs the group to examine the alternatives and decide which one has the most favorable consequences for them - (Step 4 Making the Decision).
5. Facilitator then leads a group discussion on the steps that might be taken to implement the decision.

Decision Making

6. Facilitator instructs each participant to select a problem, that they have, and to repeat the above procedure.
7. Each participant shares his problem with the group and elaborates on each step, obtaining feedback from the group and the facilitator on each step of the process.

NOTE: It may be necessary for the facilitator to provide individual attention for certain types of problems and/or until participants fully understand the steps in the procedure and how to accomplish them.

"DECISION MAKING"

Deciding what you want, or what is worthwhile, requires decision-making. Each day we are all faced with decisions, and very often we give them very little thought. The following is a list of decisions a person was faced with in one day:

1. To get out of bed.
2. To brush his teeth & wash his face.
3. What shirt to wear.
4. Whether to eat anything for breakfast; what to eat
5. To go to class, or school that day.
6. To cheat on his math test.
7. How to spend his free period.
8. To back out of giving his speech in class.
9. To go to the park or play ball during lunch.
10. To play tennis after school, or clean the garage and practice the trumpet.
11. To go to the baseball game with John or fishing with his father.
12. To watch the T.V. program or study for his science test.
13. To watch the T.V. program and stay up longer studying.
14. To go to bed.

Many of us are faced with these and other decisions each day and so we must learn how to make a decision. There are a number of steps we may take in any decision making situation. They include:

1. Defining the problem
2. Identify the alternatives
3. Identify the consequences of each alternative
4. Make a decision
5. Act on the decision

The following activity will help you understand the decision making process.

"LEARNING LEISURE SKILLS"

Purpose: Given a leisure skill the individual would like to learn, he or she will identify (two) different educational sources available to learn that skill (in and out of school). 12.1 (A)

For the individual to compare and contrast the educational sources he or she has utilized and those a friend has utilized. 12.1 (B)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) "Sources of Learning Skills" worksheet
(2) Chalkboard & Chalk
(3) Pencils or pens

Physical Setting: Sufficient area for large group discussion.

Implementation Steps:

1. Facilitator begins a group discussion by pointing out that there are many leisure skills that one might have. e.g. Riding a bike, swimming, bowling, reading, etc. and that there are many leisure skills that we might want to learn.
2. Facilitator encourages the entire group to name as many leisure skills as possible. Facilitator should make a list on the chalkboard.
3. Given the "Sources of Learning Skills" worksheet each participant will list a number of skills that he/she would like to learn and is instructed to check the columns from which they can learn a particular leisure skill.

NOTE: The headings on the "Sources of Learning Skills" are only suggestions and can be modified by the facilitator or group members to fit a particular situation.

4. Facilitator leads a group discussion on the individual decisions so that the entire group may become aware of all of the possible sources of learning a particular skill. For example, from the list on the chalkboard the facilitator will select each item, in turn, asking those that chose the item to state aloud the sources that they have checked off.

Name: _____

4

2

LEISURE SKILLS	MOTHER	FATHER	SISTER	BROTHER	RELATIVES	FRIENDS	SCHOOL TEACHER	BOOKS	RADIO	TELEVISION	INSTRUCTOR	COACH						

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"THINGS I'VE LEARNED"

- Purpose: For the individual to identify and describe (one) activity that he or she learned this past year (e.g., swimming, riding a bicycle) that gave a good deal of satisfaction and explain why. 12.2 (8)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Things I've Learned" worksheet
(2) Pencil or pens
- Physical Setting: Sufficient desks or tables for the participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator distributes the "Things I've Learned" worksheet and instructs the group to write down as many things as they can that they have learned to do during the last year. They should consider things they learned in the home, e.g. washing dishes, making beds, getting a long with brothers and sisters, in school, e.g. how to read, cursive writing, making friends and leisure activities, e.g. riding a bike, swimming, bowling.
 2. Facilitator then instructs the group to check how they feel about each thing that they have learned
 1. Satisfied
 2. Not Satisfied
 3. Undecided
 3. Facilitator then instructs the group to rank order the things they have learned based on how they feel about them.
 4. Facilitator then asks each participant to share the item that they have ranked #1 and to tell why they are satisfied with this learning experience.
 5. Facilitator then leads a group discussion dealing with what each of the participants learned from examining the things they had learned in the last year, how they feel about sharing it with the group and if they heard about things that they would now like to learn.

5₂ ●

Decision Making

Name: _____

THINGS I LEARNED

SATISFIED

UN-SATISFIED

UN-DECIDED

Decision Making

6
1

"STEPS TO LEARNING SKILLS"

Purpose:

For the individual to develop a personal program aimed at learning a particular leisure activity or skill he or she is interested in learning and act on that program. 11.4(B)

Group Size:

Unlimited

Time Required:

Materials Utilized:

- (1) "Steps to Learning Skills" worksheet and example
- (2) Pencils or pens

Physical Setting:

Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.

Implementation Steps:

1. Facilitator distributes "Steps to Learning Skills" worksheet and instructs participants to complete each section. The following example is given aloud or can be written up and distributed to the group.

See next page for "Steps to Learning Skills" example

2. Facilitator leads a group discussion on the participants results and points out to them that this model can be used to learn most anything.

See final page for this worksheet.

Steps to Learning Skills
(Example)

6²

- I. Objective: Learning to bowl
- II. Seek Information
 - A. Observing
 - B. Reading
- III. Make a list of the people that can teach you something about the objective.
 - A. Father
 - B. Bowling Instructor
- IV. Is my objective done alone or in a group.
 - A. Both
- V. What costs are involved.
 - A. Shoe Rental - \$15
 - B. Cost per game - \$70
 - C. Travel to and from bowling alley - \$00
- VI. Do I have skills necessary to reach my objective
 - A. No. I can read about bowling and go to the bowling alley and observe others bowling. I can also get Dad to take me and show me how he bowls.
- VII. Can I do this alone or do I need supervision.
 - A. I can do it alone once I learn how.
- VIII. When can I do this.
 - A. On the week-end only because leagues bowl every evening. I'm in school all day and Dad is at work.
- IX. Where can I do this:
 - A. Indoors - Hi-Ho Bowling Alley
- X. Develop Plan.
 - A. Step 1. Read and observe on bowling (others or Dad).
 - B. Step 2. Save enough money to pay for bowling.
 - C. Step 3. Arrange with Dad a date to go bowling.
 - D. Step 4. Locate bowling alley and times I can bowl.
 - E. Step 5. Go to bowling alley.
 - F. Step 6. Begin bowling

Decision Making

Name: _____

"STEPS TO LEARNING SKILLS"

- I. Skill or activity I want to learn: Objective _____
- II. Seek information (which of the following would allow me to learn more about my objective)
 - A. Writing
 - B. Asking
 - C. Visiting
 - D. Observing
 - E. Listening
 - F. Reading
- III. Make a list of the people that can teach you something about your objective (e.g. parents, teachers in school, friends, instructors)
- IV. Is my objective done alone or in a group (check)
Alone _____ Group _____ Both _____
- V. What cost is involved (money)
- VI. Do I have the skills necessary to reach my objective
YES _____ NO _____ (If no, write down resources from II and III which can aid you) _____
- VII. Can I do this alone or do I need supervision
YES _____ NO _____ (If no, who can I get to supervise me) _____
- VIII. When can I do this
Any time _____ Morning only _____ Afternoon only _____
Evening only _____ On the weekend only _____
- IX. Where can I do this
At home _____ In school _____ Outdoors _____
Indoors _____ Other _____
- X. Develop your plan to meet your objective using the information from above.

Decision Making

"ENJOYABLE EXPERIENCES"

7
1

- Purpose: For the individual to recall (three) activities he or she has taken part in over the past year that he or she enjoyed. (e.g. taking a trip, playing games with friends, making a garden, watching television.) 12.2(A)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) Paper (8 1/2 x 11)
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator leads a group discussion regarding memories and why they can be helpful or enjoyable. For example: "It makes me happy to remember . . .," "It reminds me of things I want to try again," "It provides something for me to share with a friend," or "It helps me to make new plans for the future."
 2. Facilitator instructs each participant to write down as many activities as he/she can that he/she has taken part in over the last year that he/she enjoyed.
 3. Facilitator then encourages participants to share their findings with the others and to give, if possible, reasons that they enjoyed the activities.

"OCCUPATIONAL ASPIRATIONS"

- Purpose: For the individual to relate in writing their interests and personal characteristics and achievements to their present occupational aspirations. 12.2(G)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Occupational Aspirations" worksheet
(2) Pens or pencils
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator begins by discussing with the participants the purpose of this activity as listed above.
 2. Facilitator provides examples of the 19 Interests (III B) listed on the worksheet so that the participants have a clear understanding of these work areas and the duties of those who might select one of these areas. (D.O.T. could be used to gather this information.)
 3. Facilitator distributes "Occupational Aspirations" worksheets and answers any questions the participants might have in responding to the questions.
 4. Facilitator encourages members of the group to share one fact from each of the areas that led them to their choice of an occupation in this exercise.
 5. Open discussion of the participants selections and their reasons is strongly recommended so that each member can obtain feedback from the balance of the group on their selection.

Decision Making Name: _____

"OCCUPATIONAL ASPIRATIONS"

8

2

I. Abilities

A. Our abilities often determine our success and failures. This is a list of some of the things I'm good at:

- 1.
- 2.
- 3.
- 4.
- 5.

B. This is a list of some things I am not so good at:

- 1.
- 2.
- 3.
- 4.
- 5.

II. Personality

A. This list of personal traits best describes the real me.
(Examples: tall, quick, good at math, helpful)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

III. Interests

A. These school subjects interest me the most.

- 1.
- 2.
- 3.
- 4.
- 5.

B. The areas of work that I've checked interest me at this time.

- _____ personal service
- _____ communications/media
- _____ marketing/distribution
- _____ public service
- _____ construction
- _____ mechanical/technical
- _____ hospitality/recreation
- _____ government
- _____ transportation
- _____ business/sales/advertising
- _____ health/welfare
- _____ consumer/homemaking
- _____ manufacturing
- _____ business/office
- _____ artistic
- _____ scientific/inventure
- _____ agricultural/natural resources
- _____ environmental control

IV. Activities

A. This is a list of my interests, hobbies, and activities both in and out of school.

- 1.
- 2.
- 3.
- 4.
- 5.

V. Values

A. Things that are important to us are called our values. This is a list of some of my values.

- 1.
- 2.
- 3.
- 4.
- 5.

B. These values would help me in a job.

- 1.
- 2.
- 3.

VI. The above characteristics would benefit me in the following occupations.

- 1.
- 2.
- 3.
- 4.

Decision Making
New Activity Sheet

9

1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Decision Making
New Activity Sheet

10

1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"DECISIONS"

Purpose: For the individual to compare and contrast the types of decisions he or she makes with the family and those he or she makes with peers. 10.1 (D)

Group Size: Minimum of 3 individuals per group.

Time Required:

Materials Utilized: (1) Paper and pencil or pen

Physical Setting: Sufficient space for small groups to interact without interfering with one another. Area for large group discussion.

Implementation Steps:

1. Facilitator instructs the group to write down, in three groups, according to the following headings, decisions they have made:
 - A. Decisions my parents help me make
 - B. Decisions my friends help me make
 - C. Decisions I make alone
2. Form small groups of all males or females and allow the groups to discuss the decisions -- why and how they were made -- how they feel about the influences of others on their decision.
3. Facilitator leads a discussion of the entire group on the findings of the small groups.

"RANK ORDER"

Purpose: For the individual to identify and understand how values relate to choosing options. 10.2 (E)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) Rank Order questions
(2) Pencils or pens
(3) Chalkboard & chalk

Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.

Implementation Steps:

1. Facilitator begins by pointing out to the group that each day of our lives we must make choices between competing alternatives. For example, "Shall I stay home tonight and watch TV or go to a friend's house for the evening? He/she points out further that the exercise they are about to complete provides practice for them in choosing from alternatives and in publicly affirming and explaining or defending their choices.
2. Facilitator then explains that he/she is going to give them a handout with questions on it which will require them to look deeper into themselves and make a value judgement. The participants are informed that they will have three or four alternative choices for responding to each question and asks them to rank order these choices according to their own value preferences.
3. Facilitator draws a grid on the chalkboard to record the responses of each participant.

	<u>Response 1</u>	<u>Response 2</u>	<u>Response 3</u>	<u>Response 4</u>
Question 1				
2				
3				

4. After the participants have given their responses the facilitator leads a discussion with the participants explaining their reasons for their choices.

NOTE: Further questions should be developed by the group and/or facilitator for use in future sessions. Participant questions may be based on some of their own concerns.

Adapted from: Values Clarification, Simon, Howe, & Kirschenbaum

Decision Making Name: _____

Rank Order Questions

2₂

1. Where would you rather be on a Saturday afternoon?

- _____ at the beach
- _____ in the woods
- _____ in a discount store

2. How do you learn best?

- _____ through lectures
- _____ through independent study
- _____ through seminars or discussions

3. Which would you give the lowest priority?

- _____ space program
- _____ poverty
- _____ defense
- _____ ecology

4. Which is most important in a friendship?

- _____ loyalty
- _____ generosity
- _____ honesty

5. Which do you think is most harmful?

- _____ cigarettes
- _____ marijuana
- _____ alcohol

6. When you worry about your mark on an exam do you think about

- _____ yourself
- _____ your parents
- _____ pleasing the teacher
- _____ getting into college

continued

Decision Making

Name: _____

7. Which would be your job preference?

- _____ hard & dirty work at \$80 per week
- _____ clean & easy work at \$40 per week
- _____ dirty but easy work at \$60 per week

8. What is the most serious problem in your school?

- _____ apathy
- _____ drugs
- _____ discipline
- _____ other: (write it in)

9. If you needed help in your studies, whom would you probably go to?

- _____ your friend
- _____ your teacher
- _____ your parent
- _____ other: (write it in)

10. Which do you think is the worst?

- _____ to become (or get someone) pregnant (unwed)
- _____ to be dependent upon hard drugs
- _____ to date someone from another race

Decision Making

"LIKES & DISLIKES"

3₁

- Purpose:** For the individual to contrast characteristics and components of activities he or she enjoys and activities he or she does not enjoy. 12.2 (K)
- Group Size:** Unlimited
- Time Required:**
- Materials Utilized:** (1) Activities - Likes & Dislikes - Questionnaire
(2) Pencils or pens
- Physical Setting:** Sufficient area for large group discussion.
- Implementation Steps:**
1. Facilitator distributes activities worksheet and instructs each participant to write in what he/she likes & dislikes about the activity and the reasons why they like or dislike a given activity.
 2. Facilitator instructs each participant to add at least 10 activities to the list and again provide their likes and dislikes of the activity and the reasons why.
 3. Facilitator leads a group discussion on the participants findings.

Decision Making

Name: _____

Activities

1. Playing Baseball

Likes: <u>Batting</u>	Reason for Liking _____
Dislikes: <u>Fielding</u>	Reason for Disliking _____
2. Bowling

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
3. Swimming Lesson

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
4. Hockey

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
5. Pool

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
6. Movie

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
7. Hay Ride

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
8. Dancing

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
9. Roller skating

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
10. Pinta Party

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
11. Tennis

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____
12. Football

Likes: _____	Reason for Liking _____
Dislikes: _____	Reason for Disliking _____

"ROAD OF LIFE"

4
1

- Purpose: For the individual to identify (three) events that may happen in an individual's life (e.g., job entry, college or training, marriage, retirement, etc.) 10.1 (F)
- Group size: Small groups are suggested
- Time limit:
- Materials Utilized: (1) "Road of Life"
(2) Paper (lined or plain 8 1/2 x 11)
(3) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for group discussion.
- Implementation Steps: 1. Facilitator encourages group to sit back and relax as much as possible in their seats. (Allow a few minutes for the group to become quiet.) Instruct the group that you are about to read them a short story about life and that you would like them to picture themselves as vividly as possible as being in this story.
2. Facilitator reads aloud "Road of Life".
3. After the participants have heard the story and the directions at the end allow them 10-15 minutes to write down some of the paths they might follow. After approximately 15 minutes inform the group that they should also write down why they think they might follow a particular path.
4. Facilitator then leads a group discussion allowing each participant to share their paths and some of the reasons why. Participants should be cautioned not to be judgemental of others in any way and to use this experience as a sharing experience to get to know one another a little better.

Picture in your mind yourself and imagine that you are standing stationary on a road which as you look down it appears to be very, very long and you realize that as you go down this road that there will be many points at which you must decide which fork in the road you want to follow. You begin walking and very shortly you come to an area marked high school and there are a number of paths to follow - they are marked College Program, Vocational Program, General Program, which one will you follow? You continue along down one of those paths and shortly you come to a fork in the road marked - Drop out of school - Continue high school. Which one will you follow? You continue down your path and shortly there are a number of paths which you must select from. Get a job, go on to college, get vocational or apprenticeship training, get married, go in the service. Which path will you follow? You now continue on your selected path and find that at almost every step there is a decision to be made - to have children or not, where to live, where to vacation, what to do when I retire. You may feel like this is a long road and that many decisions have to be made at once, but you should consider some of the alternative paths. Open your eyes now and take a sheet of paper and write down some of the paths you think you might follow on the road of life.

By: Roger Livingston, Research Assistant, Rehabilitation Counseling Program, Michigan State University, East Lansing, Michigan, 1975.

Decision Making
New Activity Sheet

5
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Decision Making
New Activity Sheet

6
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"PLANNING YOUR LIFE"

- Purpose:** For the individual to explain why it is useful for a person to consider his or her career goals while still in school. 10.2 (H)
- Group Size:** Maximum of 5 or 6
- Time Required:**
- Materials Utilized:** (1) Life Span Plan Chart
(2) Question for Chart
- Physical Setting:** Sufficient desks or tables for participants to write at.
Sufficient area for small group discussion.
- Implementation Steps:**
1. Facilitator briefly discusses with participants that frequently both men and women assume what their life plan will be without seriously considering their life pattern in terms of education, career, marriage, and family. Quite frequently people just go along with whatever comes up.
 2. Each participant is given three copies of the Life Span Plan Chart. Facilitator points out that the chart shows the average age of some critical points in one's life. Participants are instructed to interview three people to obtain the answers to the following questions which can be marked on the Life Span Plan Chart.
 1. At what age were you married?
 2. How old were you when your first child was born?
 3. How old were you when your last child was born?
 4. What was your age, or what will your age be when your last child is in school full time?
 5. What was your age, or what will your age be when your last child completes school?
 6. What was your age when you began your present career?
 7. What is your present career? What type of training, college, vocational school, apprenticeship, was necessary for this career?
 8. What was your age when you began training for your present career?
 9. What was your age when you began to consider going into your present career?

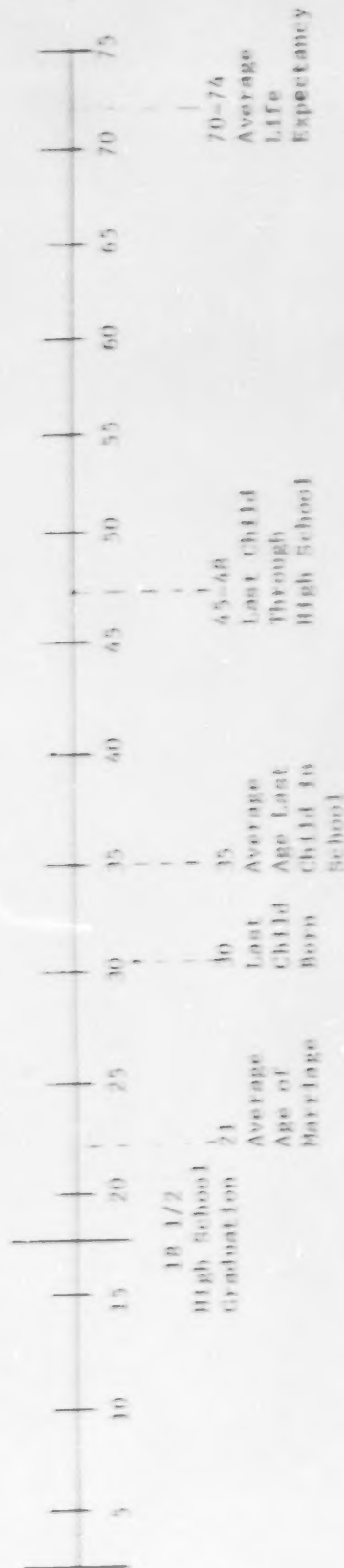
Decision Making

10. If you have had previous occupations what was your age when you began training for it? What types of training was necessary?
 11. If you have had previous occupations what was your age when you began to consider going into that career?
 12. At what age did you retire from the world of work or at what age do you anticipate retiring from the world of work?
 13. Women only: What was or what is your career plan or life plan for the years after your youngest child begins school full time.
3. Facilitator leads a group discussion on the findings of the interviews emphasizing (1) When the individuals interviewed began to formulate their career goals.
 4. Each participant is provided with a copy of the Life Span Plan Chart and requested to fill in the ages, and responses as best they can, for the questions in terms of predicting a Life Span for themselves.
 5. Facilitator leads a group discussion on the participants Life Span Plan Chart to aid them in clarifying the reality of their responses and to aid them in formulating the most realistic plan for themselves.

LIFE SPAN PLAN CHART

LIFE: THE STATE OF THAT WHICH IS ALIVE; A VITAL OR LIVING BEING
PLAN: A PROPOSED METHOD OF ACTION

← THE AVERAGE WOMAN OF 35
HAS 30 EMPLOYABLE
YEARS BEFORE HER →



1. Present Career: _____
2. Type of Training Required: _____
3. Previous Career: _____
4. Type of Training Required: _____

Adapted From: Span Plan Chart - Purdue University,
Lafayette, Indiana **1**

"SUCCESS ANALYSIS"

- Purpose: For the individual to identify (three) events in his or her life that have been particularly meaningful and determine what it was about those events that made them meaningful.
10.1 (C)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Success Analysis Worksheet" Part I
(2) "Success Analysis Worksheet" Part II
(3) Pencils or pens
- Physical Setting: Sufficient tables or desks for each participant to write at.
Sufficient space to accommodate the group discussion.
- Implementation Steps:
1. Facilitator distributes "Success Analysis" worksheets and requests each participant to list his/her successes, at various age levels up to theirs. Participants should also list their Most Successful Experience and One Success During the Past Week. Participants should also indicate reasons why the items listed were successes.
 2. Facilitator leads a group discussion having each participant give some of their successes and the reasons why. Group members are encouraged to provide feedback to the one speaking on why they think a particular item was a success.
 3. Facilitator distributes Success Analysis Part II and asks each participant to list their successes and to check the appropriate boxes under A through T in response to the statements made on the Check Sheet. Each participant is then instructed to total the number of checks, for each column, e.g. A=3, B=3, ..., F=0, ... Each participant is then to rank order the number of checks, e.g. B=3, I=1, Q=1, T=20.
 4. Facilitator then provides aloud to each participant the self-priority or value associated with each column.

- | | |
|-----------------|--------------------------|
| A - Wisdom | K - Religious Faith |
| B - Honesty | L - Loyalty |
| C - Achievement | M - Knowledge |
| D - Autonomy | N - Pleasure |
| E - Love | O - Recognition |
| F - Aesthetic | P - Wealth |
| G - Skill | Q - Physical Appearance |
| H - Altruism | R - Health |
| I - Justice | S - Emotional Well-Being |
| J - Morality | T - Power |

5. Facilitator leads a group discussion on these values as to their meaning and significance for each group member and how each item can be significant in their future pursuits in school, work, and leisure activities.

Decision Making

Name: _____

SUCCESS ANALYSIS - Part 1

	<u>List Three Successes</u>	<u>Reasons Why</u>
Age <u>1-7</u>		
	1.	
	2.	
	3.	
Age <u>7-12</u>		
	1.	
	2.	
	3.	
Age <u>12-19</u>		
	1.	
	2.	
	3.	
Age <u>19-Present</u>		
	1.	
	2.	
	3.	
	<u>Most Successful Experience</u>	

One Success During the Past Week

Decision Making

I became more influential and received greater opportunity to make things happen.

I became more emotionally
secure and/or fulfilled

I became more physically healthy

AS A RESULT OF THESE FINDINGS,

[illegible]

SUCCESSFUL ANALYSIS - PART II.

1100

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"PHYSICAL CHARACTERISTICS"

Purpose:

For the individual to explain how the absence as well as the presence of physical skills can influence the career options a person elects to pursue (e.g., a person who is unable to tolerate great heights would probably not want to become a construction worker). 11.1 (H)

Group Size:

Time Required:

Materials Utilized:

- (1) Physical Characteristics Worksheet
- (2) Occupationally Relevant Characteristics Worksheet
- (3) Pencils or pens

Physical Setting:

Sufficient desks or tables for participants to work at.
Sufficient area for group discussion.

Implementation Steps:

1. Facilitator provides to the participants the definition of:
 - A) Physical Characteristics
 - B) Emotional Characteristics
 - C) Intellectual Characteristics
2. Facilitator distributes to the participants a partial list of physical characteristics and instructs the group to write on the worksheet whether or not those physical characteristics are occupationally relevant or not. (See complete examples on worksheet). When the participants have completed the given characteristics they are instructed to add 5 to 10 more physical characteristics and to also indicate whether or not they are occupationally relevant. (The additional characteristics may be individual or group generated.)
3. Facilitator distributes a worksheet on which the participants may list the occupationally relevant characteristics that were provided and generated. Each participant is to then complete the worksheet indicating occupations on which the physical characteristics would have a positive effect, negative effect or non-effective influence. (See examples on worksheet.)
4. Facilitator leads a group discussion to allow participants to share their results and to obtain some consensus.

Decision Making

Name: _____

Physical Characteristics

<u>Characteristics:</u>	<u>Occupationally Relevant</u>	<u>Not Occupationally Relevant</u>
1. Color of eyes		X
2. Color Blindness	X	
3. Handed - left	X	
4. Allergy	X	
5. Vision Problem		
6. Hearing Problem		
7. Dwarfishness		
8. Hair Color		
9. Weight		
10. Flat Footed		

Decision Making

Name: _____

Occupationally Relevant Characteristics

<u>Characteristics</u>	<u>Positive Effect</u>	<u>Negative Effect</u>	<u>No Effect</u>
1. Color Blind	Reconnaissance	Interior Decorator	
2. Paraplegic		Football Player	Draftsman

- Purpose: For the individual to explain how the results of each of the following may be used to formulate career goals (occupational, educational, citizen, family or leisure): interest inventories, achievement tests, performance records and standardized ability tests. 11.2(H)
- Group Size: 3-4 Participants
- Time Required:
- Materials Utilized:
- (1) Interest Inventory Results
 - (2) Achievement Test Results
 - (3) Standardized Ability Test Results (e.g., I.Q.)
 - (4) Student Grades
 - (5) "More About Me" worksheet
 - (6) Local Test Manuals
 - (7) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area for small group discussions.
- Implementation Steps:
1. Facilitator will distribute "More About Me" worksheet and make available to the participants the results of interest, achievement and ability tests along with participants grades.
 2. Facilitator can utilize the mini-lecture on tests and their use, but it is suggested that test manuals for specific tests used in their setting be utilized to expand the lecture so that the participants can gain a better understanding of how to use the results to formulate a career goal.
 3. Participants are then to complete the "More About Me" worksheet, with the aid of the facilitator and an attempt is made to formulate possible career goals.
 4. It is highly recommended that the facilitator lead a group discussion so that participants can share their own findings and learn from one another's efforts.

Decision Making

Name: _____

4

2

- I. List the subjects and grades you received while in high school.
- II. My Interest Inventory revealed that:
- III. The results of my achievements tests were:
- IV. Standardized ability tests showed that:
- V. Based on the above data, a possible career goal for me is:

APTITUDE VERSUS ACHIEVEMENT TEST

The terms aptitude and achievement have been used interchangeably, coterminously, and separately. There really is no hard-and-fast rule to distinguish an achievement test from an aptitude test by cursory examination of the test format. Writers in general subscribe to the following definition: An achievement test is used to measure an individual's present level of knowledge or skills or performance; an aptitude test is used to predict how well an individual may learn.

Aptitude. A combination of abilities and other characteristics, whether native or acquired, that are indicative of an individual's ability to learn or to develop proficiency in some particular area if appropriate education or training is provided. Aptitude tests include those of general academic ability (commonly called mental ability or intelligence tests); those of special abilities, such as verbal, numerical, mechanical, or musical; tests assessing "readiness" for learning; and prognostic test, which measure both ability and previous learning, and are used to predict future performance - usually in a specific field, such as foreign language, shorthand, or nursing.

Aptitude tests can be useful in vocational, education, and personal counseling. These test scores still do require considerable general ability. The correlations between general aptitude scores and success in training programs tend to run between .40 and .50 (Ghiselli, 1966).

All standardized achievement tests are designed to assess pupil's knowledge and skills at a particular point in time. This is true for diagnostic tests, single subject-matter tests, or survey batteries. For guidance purposes, it may be advisable to use the results of both a survey battery (which will indicate the relative strengths and weaknesses in many different subject-matter fields) and a single subject-matter test that gives more thorough information in a particular area.

Achievement test results are being used more frequently today in helping high school seniors select a college. With data from national testing programs such as the ACT and CEEB (these will be discussed in greater detail in Chapter 18), it is possible for high school counselors to relate standardized achievement-test scores to college grades with fairly high validity. In fact, some programs provide the student with an indication of his probable success at a particular college or university. Used in this way, the student may be guided to an institution where, because of less competition, he will be more successful and more likely to be graduated.

In conclusion, it must be remembered that achievement-test results are not absolute measures and that success in vocational training, graduate, or professional school is dependent upon a multitude of factors, only one of which is prior achievement. Failure to consider these other vitally important factors will result in poor guidance and counseling.

ATTITUDES VERSUS INTERESTS

4

4

Attitudes and interests are both concerned with likes and dislikes. Both can be related to preferences for activities, social institutions, or groups. Both involve personal feelings about something. It is this "something" that distinguishes attitudes from interests. An attitude is typically conceptualized as being a feeling toward an object, a social institution, or a group. An interest, on the other hand, is conceptualized as being a feeling toward an activity.

Attitude and interest inventories share many things in common. They are both highly susceptible to faking, require frank responses from the subject, and therefore are able to assess only the characteristics that the individual is able to, or wishes to, reveal.

Most interest inventories are based on some common assumptions regarding interests: (1) interests, rather than being innate, are learned as a result of the individuals being engaged in an activity; (2) interests tend to be relatively unstable for young children, but after about age 20, they tend to become stabilized, with little change occurring after age 25; (3) people in different occupations share similar likes and dislikes regarding activities; (4) interests vary in intensity from one person to another; and (5) interests motivate the individual to action.

Interest inventory results play the greatest role in vocational and educational counseling. Interest inventory results are beneficial to both the counselor and the counselee.

The counselor can use the test results as leads to further consideration. The counselee and counselor can use the test results to see whether the expressed interests are related or unrelated (whether they all fit into a pattern such as humanitarian or technical or whether they are distinct), whether the program that the counselee is intending to follow is compatible with his profile of interests and abilities, and whether the counselee's vocational or avocational goal will be realized by the program he is now following.

Taken from: Mehrens, W. A., Lehmon, I. J., Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, Inc. 1973

- Purpose: For the individual to list (three) important decisions he or she must make within the next year. 10.1(1)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) 8 1/2 x 11 lined paper
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at. Sufficient area(s) for group discussion.
- Implementation Steps:
1. Facilitator points out to the participants that most of us can do many things with our lives and our time. Facilitator instructs the participants to make a list of all of the things they can realistically think of doing in the next year that would give them satisfaction. Include hobbies to explore, places to visit, people to get to know, jobs to work at, things to learn, experiences to have, etc.
 2. After the participants complete their lists, the facilitator instructs them to go back over their lists and mark each item with one of the following:
 - A. SOON. Write "soon" for those items that you choose to do very soon. You definitely will not postpone them.
 - B. LATER. These are things that you definitely want to do, but not right away. You will not forget these things; it's just that now you choose to do other things, or you are not in a position to work at these now.
 - C. UNLIKELY. For some reason, you will probably not do these things. You may change your mind later, but at the present time you do not feel that they should enter into your current life action plan.
 - D. UNSURE. These are the items that you do not know how to classify. You may just need more time to think about them.
 3. After this above task is completed the facilitator instructs the participants to write down exactly what they plan to do about each of the items on their "soon" list. The participants should write a specific contract with themselves including time deadlines, people they will involve and anything else that will be necessary to achieve the plan.

Decision Making

4. Facilitator should form one large group or a number of small groups and encourage the participants to openly discuss the decisions they have made to accomplish those items marked "soon". Factors to be included in the discussion are: "Are the decisions realistic?" "Are the timelines reasonable?"

Adapted from: Harmin M., Making Sense of Our Lives

Decision Making
New Activity Sheet

6

1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Decision Making
New Activity Sheet

7
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Listing of activities presented in this section:

CAREER PLANNING AND PLACEMENT

(Planning & Placement)

Elementary = Upper Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Plan Stoppers	17.1(A)
2 ₁	Occupations & Skills	13.2(A)
3 ₁ -		
4 ₁ -		

Middle School/Junior High = Middle Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Higher Education Locations	14.1(G)
2 ₁ - 2 ₃	Getting a Job	14.2(D)
3 ₁ - 3 ₃	A-V-T Preparation	14.1(E)
4 ₁ - 4 ₂	Preparing for Further Education	14.1(F)
5 ₁	Job Information	14.2(G)
6 ₁ -		
7 ₁ -		

Secondary/Post Secondary = Lower Tab

<u>Activity</u>	<u>Title</u>	<u>Performance Indicator</u>
1 ₁ - 1 ₂	Goal Interference	13.3(H)
2 ₁ - 2 ₂	Personal Characteristics	14.2(F)
3 ₁ - 3 ₁₅	Facts About Me	14.2(I)
4 ₁ - 4 ₅	The Job Interview	14.2(H)
5 ₁ - 5 ₃	Rewards	16.2(H)
6 ₁ - 6 ₂	Factors In Goal Attainment	13.4(F)
7 ₁ - 7 ₄	Personal Factors in Jobs	14.2(K)
8 ₁ -		
9 ₁ -		

"PLAN STOPPERS"

- Purpose: For the individual to list some possible reasons for changing plans. 17.1 (A)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Plan Stoppers" check list
(2) Pencils or pens
- Physical Setting: Sufficient desks or table for participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator begins by pointing out to the group that there can be many reasons for changing plans. Facilitator then distributes the "Plan Stoppers" worksheet and instructs each participant to examine each of the "Stoppers" classify and to ask himself if he/she ever had to change plans because of one of the stoppers.
 2. Participants are then to write in what their plans were and what they were changed to because of the "Stopper". (See #1 on worksheet for an example).
 3. Facilitator then instructs participants to add their own "Plan Stoppers" to the list and to write in what their plans were and what they had to change them to because of the "stopper".
 4. Facilitator leads a group discussion having each participant relate how their plans were changed because of a particular "stopper".

Planning and Placement

Name: _____

"Plan Stoppers"

What I Planned To Do	What I Ended Up Doing
1. Illness	
2. Rainy day	
3. Voting Day in Gym	
4. Holiday in Mid-week	
5. No money	
6. Meal time	
7. Doctor appointment	
8. Broken arm	
9. Moving	
10. Run out of supplies	
11. Visitors	
12. New born baby in family	
13. Broken T.V.	
14. Parents Divorce	
15. Fuel shortage	
16. Polluted Air or Water (ie. can't fish or swim)	
17. Jobs to be done	
18. Poor school work (homework)	
19. Punishment	
20. Helping someone in need	
Etc.	

"OCCUPATIONS & SKILLS"

- Purpose:** For the individual to identify an occupation he or she is interested in and identify a skill to practice now to help reach that hypothetical goal. 13.2 (A)
- Group Size:** Unlimited
- Time Required:**
- Materials Utilized:** (1) Paper (lined or plain, 8 1/2 x 11)
(2) Pencils or pens
- Physical Setting:** Sufficient area for small groups to interact without interfering with one another. Sufficient desks or tables for participants to write at. Area for large group discussions.
- Implementation Steps:**
1. Facilitator asks each participant to state aloud an occupation that they are interested in. For example, doctor, teacher, fireman. Each participant should write his/her own interest on a sheet of paper and they should write down any other occupation that the group provides if it appeals to them and they think they might like to pursue it.
 2. Facilitator then asks the participants to form small groups (4-6 people) per group and instructs them to brainstorm skills that each of their occupations require. As a group they are to decide what they are doing now or could be doing that would enable them to develop the skills they will need.
- | | <u>SKILL</u> | <u>WHAT I AM/OR CAN DO NOW</u> |
|---------|---------------------------|---|
| Doctor | listening | listen better in class or when with friends |
| Teacher | writing on the chalkboard | write on chalkboard in class or at home |
3. Facilitator should bring small groups together and allow each participant to share the conclusions they obtained in the small groups.
NOTE: During the small group meetings the facilitator should circulate and aid the groups in identifying skills necessary for specific occupations.
 4. Participants should be encouraged to write down any occupation and skills that they are interested for their own future reference.

Planning and Placement
New Activity Sheet

3
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Planning and Placement
New Activity Sheet

4
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"HIGHER EDUCATION LOCATIONS"

Purpose: For the individual to list the institutions offering higher education in a local area. 14.1 (G)

Group Size: Unlimited

Time Required:

Materials Utilized: (1) Map of local community and state
(2) Pins with colored heads

Physical Setting: Sufficient area for maps to be posted where they will not be disturbed. Sufficient area for group discussion.

Implementation Steps:

1. Facilitator obtains a map of their city and a State map and hangs them in an area where they can hang for a period of time without being disturbed.
2. Facilitator forms the group and informs them that on the maps they are to locate institutions that provide an education beyond high school. Pins of varying colors are to be stuck into the maps pointing out the various institutions. (Colors depend on availability). Institutions to be included are:
 - 1 - 4 year colleges & universities
 - 2 - 2 year colleges & Junior colleges & Community Colleges
 - 3 - Vocational schools
 - 4 - Technical schools
 - 5 - Apprenticeship Training

NOTE: Extensions of 4 year colleges & universities should also be plotted.

NOTE: Dependent on the size of the community a radius of 100 miles should be sufficient but this may be expanded or contracted at the facilitators discretion.

3. Facilitator leads a brief brain storming session with the participants naming institution & locations which can be plotted.
4. Facilitator then instructs the group to take one week, using any resource other people, phone books, pamphlets, brochures and catalogs provided by the facilitator to identify and locate institutions offering higher education. Which can be plotted at the next session. (Dependent on

the size of the group, small groups might be formed to work on certain types of institutions, e.g., a group for colleges & universities, a group for junior colleges, etc.).

5. Facilitator may lead a group discussion on any relevant facts the group may have found on the institutions beyond name and location.

"GETTING A JOB"

- Purpose: For the individual to role play a job interview for a specific occupation(s) he or she is interested in. 14.2 (D)
- Group Size: Unlimited number of triads.
- Time Required:
- Materials Utilized: (1) Job Interview Role Playing Script
(2) Paper and pencil or pen
- Physical Setting: Large enough room so that triads can interact without interfering with one another. Sufficient space for large group discussion.
- Implementation Steps:
1. Each member of the triad is assigned to be either the personnel director, the one seeking the job, or observer.
 2. Facilitator leads a short discussion on the importance of dress and attitude toward the interview. Be sure to emphasize that the applicant be a good listener and to think before giving an answer. Also emphasize honesty, and remind applicants that they should be able to give the personnel manager a concise picture of their abilities and interests.
 3. Facilitator distributes the Job Interview Role Playing Script and explains: the following is a sample interview between a principal and a teacher. Students may read it and discuss it.
 4. Students are given some time to establish a situation for themselves. They may write a few questions which they as personnel directors might use.
 5. Students who are personnel directors should take their places at desks to simulate an office atmosphere.
 6. Observers are instructed to rate the appropriateness of questions and responses of both the personnel director and the applicant. They should also note the applicant's ability to listen, dress, and how well the applicant conveyed his/her abilities and interests.

They should also rate any behaviors of the applicant such as mumbling, covering their mouth when talking, constant shifting in their chairs and other behaviors that might be distracting in an interview.

7. Facilitator leads a discussion dealing with the positive and negative factors rated in the interview. A list of which might be compiled for future reference by the group or other groups. Each student should be encouraged to discuss his/her role and what he/she liked or disliked about it and how they might act in a similar situation in the future.

Adapted from Career Awareness, Owatanna Elementary Schools, St. Paul, Minnesota.

JOB INTERVIEW
ROLE PLAYING SCRIPT

2
3

Situation: Prospective teacher being interviewed by an elementary principal or assistant superintendent. (Most interviews begin with small talk)

- Prin: Good morning. I understand you're interested in a teaching position.
- App: Yes, I'm interested in the sixth grade position in Roosevelt School.
(a brief conversation which might include home town, drive to Lansing).
- Prin: When did you decide to be an elementary teacher?
- App: I believe that I started thinking about it at least by age six --Really, I never did think about any other occupation.
- Prin: Did anyone influence you to become an elementary teacher?
- App: Possible I was influenced by my mother and aunts, who were teachers.
- Prin: What extra curricular activities were you involved in while attending high school and college?
- App: I was involved in the girls athletic program, namely basketball and softball. I did work in theater acts in college. I also worked on the high school paper staff.
- Prin: Where did you attend college?
- App: I attended college at Central Michigan University and Western Michigan University with additional work at Michigan State University.
- Prin: What were your major and minor areas?
- App: I have a major in upper elementary education, with minors in English and Reading?
- Prin: What was your grade point average?
- App: I did fairly well in college, I have better than a 3.5 average.
- Prin: What are your particular interests or hobbies?
- App: My hobbies are reading, spectator sports, and entertaining people.
- Prin: What has been your previous teaching experience?
- App: The past few years I taught in Muskegon, Michigan.
- Prin: Do you feel that you are flexible enough to teach either in a self contained classroom or a team teaching situation?
- App: After some study and thought on my own part and possibly some trial and error in the classroom, I believe I could adjust to any new situation.
- Prin: Why did you choose to apply in Lansing?
- App: I've investigated the school system and found them to have an exciting and interesting program.
- Prin: What do you feel are your strengths and weaknesses in subject matter areas?
- App: I feel especially well prepared in social studies, mathematics, and literature.
- Prin: What personality characteristics do you think would be an asset in your case? (Attractive, pleasant voice, patience, intelligence, fairness, honesty, love for children)
- App: I feel that honesty, fairness, patience, love for children, and a desire to share what I know with others are my greatest attributes.
- Prin: Do you feel you are a hard worker?
- App: Yes, I had to be in order to be self sufficient in college. I feel personal responsibility toward all jobs I undertake.
- Prin: What would you consider good working hours?
- App: I guess I can't say exactly. I'd rather say as much time as is necessary to do an efficient job.
- Prin: We have 50 or 75 people waiting for this job. Why do you think you would be qualified for this job?
- App: I feel that I can cooperate with the teachers, administrators, parents and students. I feel by enthusiasm for my job will help me succeed.

- Purpose: For the individual to list specific occupations which would require either a) apprenticeship or b) vocational or technical preparation. 14.1 (E)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Dictionary of Occupational Titles"
(2) or "Occupational Outlook Handbook"
(3) or other locally available materials that might provide data on occupations
(4) A-V-T Preparation Worksheet
(5) Pencils or pens
- Physical Setting: Sufficient area for small groups to interact without disturbing one another. Sufficient desks or tables for participants to write at. Area for large group discussion.
- Implementation Steps: 1. Facilitator provides the following information to the participants:
"An apprentice according to the Bureau of Apprenticeship, U. S. Department of Labor, is a worker who learns, according to a written agreement, a recognized skill trade, requiring two or more years of work experience on the job through employment, supplemented by appropriate related trade instructions" p 217 (From The Information Service In Guidance: For Career Development and Planning by Noris, Zeron, Hatch & Engelkes)

"Vocational or Technical preparation may be provided through community colleges, universities, vocational and technical schools, on-the-job training, correspondence schools, military establishments, and through co-operative training programs. Vocational and technical preparation can be in a wide variety of skilled and semi-skilled, clerical and sales, semi-professional and technical occupations." p 215 (Noris, Zeron, Hatch & Engelkes)
2. Facilitator distributes "A-V-T Preparation" worksheet and asks each member of the group to name one or more (depending on the size of the group) occupations that they feel would require an appren-

ticeship, or Vocational or Technical preparation.

3. Facilitator breaks up the large group into small groups of 5-6 participants and instructs them to use the available resources to determine if a given occupation requires an apprenticeship or Vocational or Technical preparation. Depending on the number of groups, the list should be divided
4. Facilitator brings the groups back together and allows each group to share its findings so that every participant can record the results on his/her worksheet.
5. Group discussion on similarities and differences in training for various occupation should follow.

3
3

Planning and Placement

Name: _____

"A-V-T PREPARATION"

<u>Occupation</u>	<u>Apprenticeship</u>	<u>Vocational</u>	<u>Technical</u>	<u>Combination of the Three</u>
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"PREPARING FOR FURTHER EDUCATION"

- Purpose: For the individual to describe the academic preparation needed to enter a college, university, or vocational-technical school. 14.1 (F)
- Group Size: Unlimited
- Time Required:
- Materials Utilized:
- (1) "Preparing for College" worksheet
 - (2) Catalogues (Junior Colleges, Colleges, Vocational-Technical Schools)
 - (3) Pencils or Pens
- Physical Setting: Sufficient desks or tables for participants to write at. Area for group discussion.
- Implementation Steps:
1. Facilitator distributes "Preparing for College" worksheet and instructs participants to utilize the college catalogues provided to locate the information on the worksheet for 4 colleges, 4 junior colleges and 4 vocational-technical schools. (Note: Participants should be informed that not all catalogues will list all of the items on the worksheet, but that these are factors to be considered when choosing a college. Also some catalogues may list additional data which they might choose to record. The participants interest should be emphasized in selecting institutions to explore.)
 2. Facilitator allows participants to share their findings .

Planning and Placement

Name: _____

PREPARING FOR COLLEGE/VOCATIONAL SCHOOL

INSTITUTION	PROGRAM OF INTEREST	HIGH SCHOOL COURSES UNITS	GPA	REQUIRED TESTS	Class Rank	RECOMMENDATIONS	Application Fee	Medical History and Report of Medical Exam	Placement Tests	COSTS
College		English Mathematics Algebra Geometry Trigonometry Calculus Science Chemistry Language Social Sciences		American College Test Scholastic Aptitude Test		Principal Counselor Personal				Academic Orientation Course Fees Room & Board

Planning and Placement

"JOB INFORMATION"

5
1

Purpose:

For the individual to identify (three) kinds of information a person might want to seek about an occupational option. 14.2(G)

Group Size:

Unlimited

Time Required:

Materials Utilized:

- (1) Dictionary of Occupational Titles
- (2) Occupation Outlook Handbook
- (3) Lined paper (8 1/2 x 11)
- (4) Pencils or pens
- (5) Chalkboard and chalk

Physical Setting:

Sufficient desks or tables for participants to work at.
Sufficient area for large group discussion.

Implementation Steps:

1. Facilitator instructs participants to utilize the Dictionary of Occupational Titles and Occupation Outlook Handbook to examine occupations that they are interested in. During this examination participants should note relevant information they need to know about their own occupational preferences.
2. Facilitator leads an open discussion encouraging participants to share the types of information they found on particular occupations and the types of information they still require. Emphasis should be placed on the commonalities of the information found.
3. Facilitator writes on the chalkboard kinds of information a person might want to seek about an occupational option as provided by the group.

Planning and Placement
New Activity Sheet

6
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Planning and Placement
New Activity Sheet

7₁

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

"GOAL INTERFERENCE"

Purpose: For the individual to identify (three) specific factors which might interfere with the attainment of one's goals (e.g. moving to a new area, having to leave school to work, etc.) 13.3 (H)

Group Size: Minimum of 5 members

Time Required:

Materials Utilized: Chalkboard & chalk

Physical Setting: Sufficient area for group discussion.

Implementation Steps:

1. Facilitator poses the following question to the group:
What specific factors might interfere with your attaining a specific goal? e.g. a college education, vocational or apprenticeship training.
Allow approximately one minute for participants to ponder the question and then ask each member to give specific factors aloud.
2. Facilitator should record the group responses on a chalkboard.
3. Facilitator leads a group discussion on how and why each of the factors might interfere with an attainment of a specific goal.
4. Each participant is instructed to select one goal in his/her life and make a list of the specific factors generated by the group that might interfere with his/her attaining this goal.
5. Facilitator leads a group discussion on each individual's findings and encourages the balance of the group to provide the speaker with feedback on his findings.

Continued

NOTE: The following is a list of factors which should be included if overlooked by group members. (It is suggested that the facilitator expand this list with factors contributed by each group.)

1. Moving to a new area
2. Having to leave school to work.
3. Pregnancy
4. Physical disability
5. Parent has long term illness
6. Interracial bussing
7. Teacher strikes

"PERSONAL CHARACTERISTICS"

- Purpose: For the individual to identify (three) personal characteristics which would be of value to a potential employer.
14.2 (F)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) Personal Characteristics Checklist
(2) Pencils or pens
- Physical Setting: Sufficient desks or tables for the participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator distributes Personal Characteristics Checklist and asks each participant to mark yes or no next to each characteristic if they feel it would be of value to a potential employer.
 2. Facilitator instructs each participant to indicate why they feel a particular characteristic might or might not be of value to a potential employer.
 3. Facilitator encourages participants to add additional items to their lists. They may be generated by each individual or the entire group.
 4. Facilitator leads a group discussion on the groups findings and then points out why each of the characteristics would be of value to a potential employer.

Planning and Placement

Name: _____

Personal Characteristics
Importance to EmployersYES
or
NOWHY IT IS IMPORTANT OR NOT
IMPORTANT

1. Punctuality
2. Respect for other's property
3. Friendliness
4. Temperment
5. Tolerance
6. Interest in others and what they say
7. Curiosity
8. Keeping Promises
9. Neatness
10. Feeling of Importance
Success & Defeat
11. Courtesy
12. Eating Habits

"FACTS ABOUT ME"

Purpose: To identify the information typically found in a personal resume and to develop a personal resume. 14.2 (I)

Group Size: Individual or Small Group

Time Required: 3 Separate Sessions

Materials Utilized: (1) Fact Sheet
(2) Chronological Resume Outline
(3) Chronological Resume Sample

Physical Setting: Sufficient area to discuss procedures with participants.

Implementation Steps:

1. Facilitator distributes "Fact Sheet" to each participant and instructs them to fill the sheets out completely. They should request aid from parents to complete sections they are unsure about. Grade Point Averages should be obtained from their school counselor. Participants are informed that they have a specific length of time to complete the "Fact Sheet" (to be determined by the facilitator) and they they will meet again (to be determined by facilitator).
2. During the second session the facilitator answers any questions regarding the "Fact Sheet". Facilitator distributes Chronological Resume Outline and Chronological Resume Sample and instructs the participants to utilize the outline and sample along with their "Fact Sheet" to develop their own resume. Subsequent session - date and time to be scheduled by facilitator - is established.
3. During the third session the facilitator reviews the completed resumes with the participant and allows them to share information as might be needed.

Planning and Placement

3
2

THE FACT SHEET

Today's Date _____

YOUR PERSONAL BIOGRAPHY (In Detail)

Read entire questionnaire first to avoid repetition or
misplacement of data.

1. Your full name _____ Sex _____
2. Date of birth _____ Your age today _____
3. Address (including Zip Code) _____
_____ Telephone number (including Area Code) _____
4. Height _____ Weight _____ Social Security number _____
5. Country of Birth _____ Citizenship status _____
6. Marital status _____ Wife's maiden name (or husband's name) _____
Age of spouse _____ Occupation of spouse _____
7. Children's names (& birth dates) _____

Other dependents _____
8. Grammar school you attended _____ Date of graduation _____
Specialized training (if any) _____
9. High School _____ Date of Graduation _____
 - a. Type course studied _____
 - b. Major subject(s) _____
 - c. Other specialized training _____
 - d. Extra curricular activities (school, clubs, squads, honor societies, sports,
etc.) _____
 - e. Graduation honors & scholarships _____
 - f. General scholastic average _____ Scholastic average in your major
subject _____
 - g. Teachers who might give you a reference _____

10. Trade schools of pre-college level (Commercial high schools, art schools, etc.) Include name, date of graduation, type diploma or certificate received, plus same data listed in item 9 above.

Trade schools, etc. (continued)

11. Prep schools or military schools (same data as in item 9)

12. Colleges (undergraduate only). List as follows: Name, date of entry, date of graduation, degree or certificate earned, plus same data as in item 9).

13. Post graduate studies, list in same manner as item 12 above.

14. Other training. e.g. Summer schools, correspondence courses, self-study, specialized on-the-job training, apprenticeship, internship, etc. (Follow same general pattern as item 10.)

Planning and Placement

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4

15. Licenses held: Professional (e.g. M.D., Pharmacist, Architect, etc.); trade (e.g., Electrician, Mechanic, Technician, etc.); driver's license (type of vehicle); pilot's license (type of aircraft); marine or navigational license other.

16. Sports abilities & experience (also whether professional or amateur standing)

17. Public speaking (and/or debating) experience

18. Books, articles, scripts, or papers written (What, when, where, result?)

19. Hobbies & proficiency in same

20. Personal talents, skills or aptitudes not previously mentioned. (e.g. artistic, musical, writing abilities, craftsmanship, etc.)

21. Religious training and achievements (e.g., Sunday school teacher, active in church or synagogue affairs, etc.) Also name of an individual for reference.

22. Club membership (e.g. Professional societies, fraternities, Kiwanis, Rotary, etc.)

23. Political party affiliation & activities, plus name of individual for reference. _____

24. Military (Armed Forces) record as follows: Branch of service plus dates and rank in each; specialized training and practical experience in same; overseas theatres of operation (see action?); medals earned; type of discharge; Armed Forces serial number; name of commanding officer for reference.

25. Job record, starting with the first job ever held. List experience in each position exactly as follows:

- a. Date started and date left
- b. Name of company or organization: if self employed, describe
- c. Address of employer
- d. Size and type of firm or organization. (e.g. \$10 million per year, automotive gear manufacturer)
- e. Title of position held & progress within firm or organization. (Your own progress if self employed.)
- f. Names of immediate superior & important associate workers
- g. Detailed description of your job functions: precisely the type of work you did, plus your responsibilities (e.g. over certain work areas over other employees and if so . . . how many? etc.)
- h. Do you have work samples or other evidence of your achievements? If so, note this fact, locate and gather your samples, now, and file them in a readily accessible place at home.
- i. Reason for leaving the position. (Think of a good one!!)
- j. Name of employer or department head who might give you a reference.

25. Job record (continued)

26. Any other work not mentioned previously. (e.g. consultant to others while holding down a regular job, etc.)

27. Foreign language proficiency. Name of language then speaking, reading, and writing ability; next to each state if ability is fair, good or excellent (fluent). If you are familiar with (i.e. have a working knowledge of) technical terminology in a foreign language, explain. (e.g. Scientific German, Legal French, Spanish trade terms, etc.)

28. Residential record in chronological order. (where you lived plus dates)

29. Financial case history: List all your insurance policies (& number); outstanding loans (& dates of maturity); paid up loans; plus any other important financial data. Also credit standing and with whom.

30. Medical case history: Including childhood disease, adult illness of major nature, operations, noticeable scars or marks, disabilities, physical job limitations. Also names of parents, their ages and whether they had major diseases such as diabetes, cancer or tuberculosis. Describe your current state of health.

31. Job objectives and personal ambitions: Within the given space below, state what you really want to do (i.e. in relation to your capabilities, of course). Realistically describe your job and social ambitions.

ADDENDUM: If you required more space than provided for items 1-31, use space below.
(Note applicable item #'s.)

CHRONOLOGICAL RESUME: STANDARD FORMAT

As an additional (and most valuable) guide to writing this type of resume, refer to the essential questions answered on your Fact sheet.

JOB TITLE (In five words or less define the work you do best)

1. First Name, Middle Name, Last Name

2. Home Address

3. Age

4. Sex, if odd first name*

*NOTE: If you have a name that has often been confused with that of the opposite sex, such as Leslie, then state Male or Female.

5. Telephone Number

6. (a) Your immediate Job Objective* (Limit to one paragraph)

*NOTE: State the type of position you are seeking, and if absolute necessary, what alternate associated type job would you consider. Remember, however, that the more different positions you say you will accept, the less credibility your qualifications have for any one of these jobs.
UNDERLINE EVERYTHING AND YOU UNDERLINE NOTHING.

(b) Job Location preferred*

*NOTE: State where you would like to work, e.g. Prefer New York City or Milwaukee Area; or Prefer Florida or California location; or...Will Relocate Anywhere in the United States; or ...Dallas Area Only, etc.

7. Your Work Record* (Starting with last job first):

Date started to date terminated - Company Name - Job Title - Job Functions
Noteworthy accomplishments in that position.

*NOTE: Be business-like. Use crisp, meaningful phrases. Emphasize only those functions or achievements that are directly related to your job objective. Confine yourself to special skills exercised in that particular position, responsibilities, and truly impressive achievements. You don't have to lie and you don't need to pad this section. You can COLOR your functions and achievements by proper word selection. Naturally, JUNIOR CLERK sounds better than OFFICE BOY...so, use

the former title. In some industries, Account Executive sounds better than salesman, director sounds better than manager, etc., (see glossary of words and titles). And remember this: An excellent way to emphasize a fact is to leave out other facts that may distract or detract. You can state salaries earner at each position, or only at the last one or two jobs, or you can leave out past earnings completely. You must judge this move for yourself and decide whether or not your earning record is a true asset.

8. Education:

(a) Degree or Certificate - College or University - Year Graduated - Noteworthy Accomplishments or special courses. (See #9 on your fact sheet)

(b) Trade, Prep, Military, etc., Schools (same as above...see #9 on fact sheet) (Include summer schools and on-the-job training, night and correspondence schools, etc., too.)

(c) High School (same as (a) above...also see #9 on fact sheet)

9. Licenses earner:

(a) Professional or Trade

(b) Driver's and/or Pilot's (state if you own a car or plane)

(c) Other

10. Military Record: (or Draft Status)

(a) Year entered and year discharged from service

(b) Branch of service just prior to discharge

(c) Rank last held

(d) Specialized training

(e) Noteworthy accomplishments (medals, etc.)

(f) Reserve status

11. Other Accomplishments and Hobbies (see #15 through #23 in fact sheet)

12. Personal Data:

(a) Marital Status

(d) Weight

(b) Number of Children

(e) Citizenship

(c) Height

(f) Condition of Health

13. References (business, scholastic, personal, political, etc., or state, "references on request")

14. Portfolio Available*

*NOTE: You should have a ring binder with acetate pages in which you keep a chronological record of work samples, letters of recommendation, photostats of licenses, awards, and other proof of your abilities. If you do not have a portfolio and do not intend to prepare one, then leave out section 14.

15. Salary Desired (or "Will negotiate salary.")

16. Availability (when you can start work)

(CHRONOLOGICAL RESUME SAMPLE)

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JOB TITLE Account Executive (Broadcast Media)
Newton Worthington, Jr.
30-20 East Willow Drive

Livingston
New Jersey 07039
Age: 36

OBJECTIVE

Account executive for major television station, servicing liquid and powdered household detergent and soap accounts. New business acquisition at both agency and client levels. Any major city in the U. S.

EMPLOYMENT

- 1962 to present WOR-TV, New York. Account executive currently servicing eleven accounts including: Colgate-Palmolive (Ajax), the Bon Ami Company ("Jet Spray" Bon Ami), Brillo Mfg. Co. ("Brillo" cleanser and soap pads) and Lestoil Products Inc. (Lestare Powder Bleach). Ad agencies involved include: Ted Bates, Hoyt Associates, J. Walter Thompson and Sackel-Jackson. Visited Holyoke, Mass., and acquired the Lestoil account on own initiative.
- 1959-1961 KONE-TV, Amarillo, Texas. Account executive on varied products and administrative assistant to station manager. Extensive travel for purpose of new client acquisition. Acquired seven new soap and detergent accounts including: Lever Brothers Co. ("Deltax" Bleach and Starch). Ad agencies involved include J. Walter Thompson, Sullivan, Stauffer, Colwell & Bayles; Kenyon & Eckhardt and Frank D. Webb Advertising.
- 1955-1958 WMGM-Radio, New York. Account executive servicing various types of accounts, ranging from retail food chain and Gimbel's Department Store to Hoffman Soda and Reynolds Tobacco Company. Many accounts were dealt with directly. Brought Camel and Winston cigarette accounts into the house via the ad agency, Wm. Esty.
- 1952-1954 New York Times. Space salesman. Serviced numerous local retail accounts, some fashion (garment mfr.) clients and was responsible for build-up of the Times' Automotive Section. Helped plan and execute promotional campaign among new and used car establishments in Greater New York Area....resulting in expansion of automotive advertising from two columns to full page (every Sunday).

EDUCATION

- 1946-1950 Rutgers University, New Jersey. Bachelor's Degree; general academic course. Electives included public speaking, drama and creative writing.

Planning and Placement

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(Newton Worthington, Jr. - continued)

LICENSES EARNED

Driver's license: automobile and 2 - 1/2 ton truck. Private pilot's license: small single and twin-engine aircraft e.g. - Piper, Cessna category.

MILITARY RECORD

1950-1952 U.S. Army Signal Corps, Staff Sgt. charge of personnel. Six months in Korea. Honorable discharge. Not in Reserve.

OTHER ACCOMPLISHMENTS

Worked way through college selling encyclopedias, magazine subscriptions and used cars...evenings, weekends, vacation time. Captain of school fencing team. Member of Lions and International Fencing Club. Good at tennis and especially proficient in golf.

PERSONAL DATA

Married; two children. Height - 5 ft. 11 in. Weight - 168 lbs.
United States Citizen by birth. Excellent health.

REFERENCES

Station manager of any of above mentioned radio or television stations; names will be furnished on request. Also top personal references available.

SALARY DESIRED

Will negotiate...but would like reasonable base salary plus commission arrangement; should be somewhat higher than most recent earnings

AVAILABILITY

Have given employer thirty-day notice. Will be available on or after September 15, 1965.

(CHRONOLOGICAL RESUME SAMPLE)

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14

TITLE: Secretary (Public Relations)

Edith Thelma Wittnauer
225 East 52nd Street
New York, N.Y. 10022
(212) TN 7-6534
Age: 30

OBJECTIVE

Position as secretary to an executive in a Public Relations firm. To assume partial duties of administrative assistant, particularly in the areas of media contact, press release preparation, client correspondence and office management. New York City.

EMPLOYMENT

- 1963-1965 Morgan Jones Company, New York City. Medium-sized public relations firm specializing in industrial public relations, mostly trade media. Secretary to vice president. Responsible for dissemination of news releases to trade media, telephone follow-through, client correspondence and some press kit preparation; plus regular secretarial functions.
- 1961-1962 Alquist and Reuther, New York City. Medium-sized public relations firm with varied accounts: hotels, restaurants, resorts, some industrial. All types of broadcast and printed media involved. Functioned as secretary and general "gal Friday" -shared by two vice presidents. Responsible for client correspondence and, during last two months, some press release writing and press kit preparation.
- 1957-1961 Young and Rubin, New York City. Small advertising agency with varied accounts: toy and candy manufacturers, chain stores (food, drug). Placed advertising in all media. Functioned as "gal Friday", heavy typing on IBM electric (ad copy, correspondence), considerable steno.
- 1955-1956 Kelly Girl. Part-time assignments day and (often) evenings, first as straight typist then as stenographer-typist and general office work.

EDUCATION

- 1953-1956 Hunter College, New York. Bachelor of Science degree with major in Journalism. McLean Secretarial School, Taunton, Mass. for three consecutive summers. Took courses in typing, stenography, bookkeeping, correspondence, office management procedures and public speaking.

OTHER ACCOMPLISHMENTS

Have flair for creative writing and news reporting. Edited high school newspaper (Walton High School, N.Y.), served as reporter for Hunter Newspaper and became editor in senior year; also wrote two plays at College. Recently had an article on "The Life of a PR Gal" published in Printer's Ink magazine.

Planning and Placement

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PERSONAL DATA

Divorced; no children
5' 3"; 117 lbs.
Unites States Citizen
Excellent health; good appearance

REFERENCES

Available on request

SALARY

\$125 per week

AVAILABLE

After August 1, 1965

Purpose: To apply for and interview for an actual job opening and evaluate his or her experience. 14.2 (H)

Group Size:

Time Required:

Materials Utilized: (1) "Facts About Me" worksheet (14.2 I)
(2) "Facts of a Job Interview" worksheet
(3) "Preparation for the Personal Job Interview" worksheet
(4) Sample Interview Follow-Up Letter

Physical Setting: Sufficient area for discussion.

Implementation Steps:

NOTE: 14.2 I - Facts About Me - Should have been previously completed.

1. After the participant(s) have secured an appointment for a job interview the facilitator should provide a copy of "Facts of a Job Interview" worksheet and review it sufficiently with the participant so that they become familiar with the content; also present "Preparation for the Personal Job Interview" and discuss.
2. Facilitator or a second participant should role play the job interview - using questions from "Fact for a Job Interview" to provide further familiarity with the content.
3. Facilitator should remind participant to take along "Facts About Me" worksheets to complete job application and interview. Use the "Preparation for the Personal Job Interview" as a checklist before going to the interview.
4. Participant should answer all questions on the "Facts of a Job Interview" worksheet after returning home from the interview; and should write an interview follow-up letter (See Sample Follow-Up Letter).
5. After completing the questions the participant can then evaluate the pro's and con's of the particular job and then he/she should add a summary to the form including:
(a) Summary of the experienced (b) new skills gained (c) interview skills to be reviewed and (d) chances of getting the job.
6. Participant should contact facilitator to review the results of the job interview and to discuss any changes or modifications in interview behavior.

NOTE: The participants should have had an opportunity at role playing for job prior to this experience (14.2 D). This exercise provides the participants to be more directive in the job interview and teaches skills in over all evaluation of the job interview.

PREPARATION FOR THE PERSONAL JOB INTERVIEW

Will you handle yourself properly during the job interview? Rate yourself using the check list below. Then, have someone also rate you and compare the two ratings. This should help you to identify those areas in which you are strong and those in which you need improvement.

	Yes	No	Not Sure
How you look:			
1. Clothing clean and well-pressed?	—	—	—
2. Clothing conservative in style and color appropriate for applying for a job?	—	—	—
3. Body clean and free from odor?	—	—	—
4. Hair trimmed, clean, combed?	—	—	—
5. Shoes clean and polished?	—	—	—
How you will act:			
6. Greet interviewer with a smile and call him by name?	—	—	—
7. State your name proudly?	—	—	—
8. Shake interviewer's hand firmly?	—	—	—
9. Sit only when asked to do so?	—	—	—
10. Look interviewer in the eye?	—	—	—
11. Listen carefully to what interviewer has to say?	—	—	—
12. Take the time to think questions through before answering?	—	—	—
13. Place your gloves and purse on the floor beside your chair rather than on the interviewer's desk?	—	—	—
14. Emphasize what you could do for the firm rather than what the firm could do for you?	—	—	—
15. Speak well of previous employers and associates?	—	—	—
16. Refrain from arguing with the employer?	—	—	—
17. Show your desire to work?	—	—	—

Planning and Placement

Yes No Not
Sure

4
3

- | | | | |
|---|---|---|---|
| 18. Will be open to new ideas? | — | — | — |
| 19. Will be courteous and tactful? | — | — | — |
| 20. Will be enthusiastic about school, work and life in general? | — | — | — |
| 21. Ask questions about the job and the company? | — | — | — |
| 22. Demonstrate your sense of humor (if situation is appropriate)? | — | — | — |
| 23. Will be prepared to tell the employer how you could be of benefit to the company? | — | — | — |
| 24. Will not lie or exaggerate your qualifications or experiences? | — | — | — |
| 25. Emphasize what you can do, not who you know? | — | — | — |
| 26. Will not chew gum, smoke, or eat candy? | — | — | — |
| 27. Stick to the point and answer the questions briefly but completely? | — | — | — |
| 28. Will be on time for the interview? | — | — | — |
| 29. Thank the interviewer for his time? | — | — | — |
| 30. Thank the receptionist or secretary for being helpful before leaving? | — | — | — |

TOTAL POINTS

Total points?

Give yourself 3 points for each "yes", 2 points for each "not sure," and 0 points for each "no." Add your points for the total score.

Rating scale: 82-90 The kind of ehlp we want

76-81 Will make someone good help

70-75 Try harder

Less Than 70 Did you really want a job?

Source: Instructional Materials Laboratory. Job Application and Interview. Columbia, Mo.: University of Missouri, July 1973.

Planning and Placement

"Facts of a Job Interview"

4

4

- A. Nature of Work
 - 1. What is the work of a typical day, week, month, year?
 - 2. What are the various things a worker may have to do?
 - a. Pleasant and unpleasant tasks
 - b. Important responsibilities
 - c. Less glamorous details
 - d. Any hazards
 - 3. What kind of tools does the worker utilize (All types)
 - 4. Must he travel?
 - 5. Physical demand
- B. What is the work environment like?
 - 1. Physical
 - 2. Mental
- C. Qualifications (Some you know because you are in the interview)
 - 1. Legal requirements (bonding)
 - 2. Citizenship
 - 3. Residence requirements
- D. Union Requirements
- E. Entrance
 - 1. Examination
 - 2. Application
 - a) Where
 - b) When
 - c) To Whom
- F. Rewards
 - 1. Material
 - 2. Personal
- G. Working Conditions
 - 1. Chance for advancement
 - 2. Do they finance further education and training?
 - 3. Earnings
 - 4. Hours
 - 5. Insurance (Life and Medical)
 - 6. Vacations
 - 7. Stability of employment
- H. Summary of experience
- I. New skills gained in the interview
- J. Interview skills to be reviewed
- K. Chances of Getting the Job

SAMPLE INTERVIEW FOLLOW-UP LETTER

March 31, 1975
627 South Main
Anytown, Michigan 48904

Mr. William Jones
Owner-Manager
Farm and Garden Store
405 Elm Street
Anytown, Michigan 48904

Dear Mr. Jones:

Thank you for interviewing me for the sales clerk position in your store. I am sincerely interested in the job. I feel that I could perform the duties which the position requires. I will be available for work on June 1, 1975, the day after I graduate from Eastwood High School. You may call me at home after 3:30 p.m.. The number is 369-3508.

Sincerely yours,

Mark James

Purpose: For the individual to describe (two) kinds of rewards, reinforces, (e.g. intrinsic or extrinsic) that can be used to help a person maintain progress in attaining a specific goal. 16.2 (H)

Group Size: To be determined by facilitator for (Suggested 5 or more)

Time Required:

Materials Utilized: (1) "Rewards" mini-lecture
(2) Potential Rewards Questionnaire
(3) Pens or pencils

Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.

Implementation Steps:

1. Facilitator begins the session by giving the mini-lecture on rewards. A brief group discussion is conducted to be sure that the participants understand the concept of rewards.
2. Each participant is provided with the "Potential Rewards" questionnaire and asked to answer each of the questions.

NOTE: These questions may require extensive work by certain individuals thus consideration should be given to dismissing the group at this point and reconvening on another day.

3. After the questionnaire is complete the facilitator asks that each participant examine each response and answer the following questions for each item:
 - A) It is rewarding to me?
 - B) Is it accessible to me?
 - C) Is it a relatively strong reward?
4. Facilitator then leads a group discussion on the types of rewards the participants selected, the accessibility of them and their strength.
5. Each participant is then instructed to select two rewards from his/her list and explain to the group how these rewards can be used to help him/her in attaining a specific goal.

In choosing a reward that can be used to help a person maintain progress in attaining a specific goal it is not necessarily correct to choose the most powerful reward. Choosing an unduly large reward can have two unfortunate results. It can make the plan seem inappropriate or absurd to you and thereby weaken the likelihood of success. Second, remember that rewards may not be earned, therefore, it should be something that you can tolerate losing. For example, making three meals a day contingent on not cracking knuckles could seem to be a case of our skill, and you would not take the plan for attaining a specific goal seriously. Further more, if the daily criterion was not met, and the reward not earned, the loss of three meals would seriously disrupt daily life.

Rewards should occur immediately after you perform the desired behavior. The longer a reward is delayed, the less effective it is. It may still feel good when it occurs, but its reward effect on the more distant behavior will not be so strong.

Sometimes you cannot receive the reward immediately after performing the desired target behavior. When, for any reason, you cannot have the reward quickly after the behavior, then token rewards may be appropriate.

A token is a symbolic reward, because it can be converted into real rewards. Money, for example, is a token reward, for it is the things that money can buy - the rewards - that make money attractive. Such devices as poker chips, gold stars, check marks, ticket punches, and dollar bill can all be used as tokens.

Many people, in working toward a specific goal, choose a point system of token rewards, rather than using actual objects. In a point system, the performance of the desired behavior results in gaining a specified number of points. These points can then be "spent" for a reward.

Adapted From: Self Directed Behavior. D.L. Watson & R.G. Tharp, Brooks/Cole Publishing Co., Monterey, California.

Planning and Placement

Name: _____

Potential Rewards Questionnaire

How can you decide which are potentially effective rewards for yourself? Here are some questions to answer:

1. What kinds of things do you like to have?
2. What are your major interests?
3. What are your hobbies?
4. What people do you like to be with?
5. What do you like to do with those people?
6. What do you do for fun, for enjoyment?
7. What do you do to relax?
8. What do you do to get away from it all?
9. What makes you feel good?
10. What would be a nice present to receive?
11. What kinds of things are important to you?
12. What would you buy if you had an extra five dollars? Ten dollars? Fifty dollars?
13. What behaviors do you perform everyday? (Don't overlook the obvious, the common place).
14. What would you hate to lose?
15. Of the things you do every day, what would you hate to give up?

You have to consider three things when choosing a reward. First, it has to be a reward (reinforcing) for you. You have to select rewards, that are individually tailored to your needs and desires. Second, the reward must be accessible to you. Third, they should be relatively strong rewards: the more potent the reward, the more likely it is to be effective in helping you attain a specific reward.

Adapted from: Self Directed Behavior, D.L. Watson & R.G. Tharp, Brooks/Cole Publishing Co. Monterey, California.

"FACTORS IN GOAL ATTAINMENT"

6
1

- Purpose: For the individual to explain how each of the following factors is a means of attaining an educational or occupational goal: education or preparation, money, transportation, individual assistance, experience 13.4(F)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) Local or metropolitan newspaper - Want Ads
(2) College catalogs
(3) "Factors in Goal Attainment" worksheet
(4) Pencils or pens
- Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator begins by defining the factors listed in the purpose.
 - A) Education - the process of being provided with and developing knowledge, training or skill, especially through formal schooling
 - B) Preparation - the act or process of getting ready.
 - C) Money - a commodity that is legally established as an exchangeable equivalent of all other commodities and used as a measure of their comparative market value.
 - D) Transportation - the act of carrying or conveying from one place to another (e.g. bus, airplane, automobile)
 - E) Individual Assistance - single or separate help or aid
 - F) Experience - activity or practice through which knowledge or skill is gained.
 2. Facilitator provides Want Ads from local or metropolitan newspaper and college catalogues and instructs the participants to locate jobs in the newspaper that they are interested and to write in the requirements that are listed on the "Factors in Goal Attainment" worksheet. Participants should also do this for a couple of colleges or universities or training programs that they are interested in.
 3. Facilitator leads a group discussion on how the availability or lack of it can effect the attainment of identified educational or occupational goals.

Planning and Placement

Name: _____

FACTORS IN GOAL ATTAINMENT

Educational or Occupational Goal	Education or Preparation	Money	Transportation	Individual Assistance	Experience
1. College	High School Graduate	\$15.00/Credit Hour \$1,500/Year Room & Board	To & From School & On Campus	Grants, Scholarships, etc. are available	
2. Salesman	1 Yr. College	Minimum Salary (i.e. \$5,000 per year)	Need Own Car	Demonstration Kit Neat Clothing	3 Years

Planning and Placement

"PERSONAL FACTORS IN JOBS"

7
1

- Purpose: To relate personal characteristics (physical, intellectual, emotional) to the requirements of (three) actual or potential job openings. 14.2(K)
- Group Size: Unlimited
- Time Required:
- Materials Utilized: (1) "Personal Factors in Jobs" checklist
(2) Newspaper ads
- Physical Setting: Sufficient desks or tables for participants to write at.
Sufficient area for group discussion.
- Implementation Steps:
1. Facilitator distributes "Personal Factors in Jobs" checklist and instructs participants to check each item as to how they feel it applies to them.
 2. Utilizing Newspaper want-ads or anyother source that lists jobs, each participant is to relate those characteristics required for a specific job to those that he/she has checked on his/her list.
 3. Facilitator leads a group discussion encouraging participants to share jobs and factors which would allow them to obtain a specific job and to relate factors which might prevent them from obtaining specific jobs. Group members might be encouraged to share how they obtained certain characteristics so that other participants might improve their skills in these areas.

Planning and Placement

Name _____
 Grade _____
 Date _____

7
2 ●

"Personal Factors in Jobs"

A. Personality Checklist

I AM	<u>USUALLY</u>	<u>SOMETIMES</u>	<u>SELDOM</u>
1. Friendly	_____	_____	_____
2. Cheerful	_____	_____	_____
3. Pleasant	_____	_____	_____
4. Reliable	_____	_____	_____
5. Thorough	_____	_____	_____
6. Neat	_____	_____	_____
7. Appropriately Dressed	_____	_____	_____
8. Confident	_____	_____	_____
9. Helpful	_____	_____	_____
10. Sympathetic	_____	_____	_____
11. Ambitious	_____	_____	_____
12. Self-reliant	_____	_____	_____
13. Trustworthy	_____	_____	_____
14. Honest	_____	_____	_____
15. Courteous	_____	_____	_____
16. Loyal	_____	_____	_____
17. Cooperative	_____	_____	_____
18. Self-controlled	_____	_____	_____
19. Punctual	_____	_____	_____
20. Tactful	_____	_____	_____
21. Alert	_____	_____	_____
22. Persistent	_____	_____	_____
23. Sincere	_____	_____	_____
24. Modest	_____	_____	_____
25. Patient	_____	_____	_____

B. Work Habits

1:	<u>USUALLY</u>	<u>SOMETIMES</u>	<u>SELDOM</u>
1. Work accurately	_____	_____	_____
2. Do neat work	_____	_____	_____
3. See the job through (does not quit because it gets difficult)	_____	_____	_____
4. Always proceed in an orderly manner	_____	_____	_____
5. Cooperate with others	_____	_____	_____
6. Keep busy	_____	_____	_____
7. Get along well with others	_____	_____	_____
8. Accept criticism without becoming upset	_____	_____	_____
9. Care for equipment (books, desks, etc)	_____	_____	_____
10. Use equipment properly	_____	_____	_____
11. Don't waste things (economic use of materials)	_____	_____	_____
12. Follow orders and instructions	_____	_____	_____
13. Act promptly	_____	_____	_____
14. Use efficient working methods	_____	_____	_____
15. Use health and safety precautions	_____	_____	_____

C. Intellectual Characteristics

I CAN:	<u>USUALLY</u>	<u>SOMETIMES</u>	<u>SELDOM</u>
1. Analyze problems	_____	_____	_____
2. Appraise a situation	_____	_____	_____
3. Compare materials or facts	_____	_____	_____
4. Contrast materials or facts	_____	_____	_____
5. Evaluate a problem	_____	_____	_____
6. Explain a problem	_____	_____	_____
7. Formulate a plan	_____	_____	_____
8. Generate alternatives	_____	_____	_____
9. Plan a solution	_____	_____	_____
10. Synthesize materials or facts	_____	_____	_____
11. Make a decision	_____	_____	_____

Planning and Placement
New Activity Sheet

8
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

Planning and Placement
New Activity Sheet

9
1

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps:

ACTIVITY COMMENT SHEETS

ACTIVITY COMMENT SHEET

To be complete by the facilitator:

Circle one:

Component _____

one tab two tabs three tabs

Activity Title _____

Name (optional) _____

1. What preparation was required for this activity, if any? _____

2. Were the Implementation Steps complete enough? _____

Please comment _____

3. In general, how did the participants respond to this activity?

4. What did you or would you change about this activity before using it again, if anything? _____

5. Would you suggest keeping this activity in this Ideas for Activities for Counselors? _____ Comments _____

6. Are there any activities you would suggest be added to this book?

_____ If so, please submit your suggestions when you return this form to: Connee Peters, Career Development Consultant, Michigan Department of Education, Box 420, Lansing, Michigan 48902

New Activity Sheet

Title:

Purpose:

Group Size:

Time Required:

Materials Utilized:

Physical Setting:

Implementation Steps: